

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Mariya Dvoskina

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Mariya

Middle Name:

* Last Name: Dvoskina

Suffix: PsyD

* Title: Clinical Psychologist

* SIGNATURE: Mariya Dvoskina

* DATE: 05/25/2021

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/25/2021

4. Applicant Identifier:

Mariya Dvoskina, PsyD

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Mariya Dvoskina

* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(6)

* c. Organizational DUNS:

1167663340000

d. Address:

* Street1:

11882 E Fair Avenue

Street2:

* City:

Greenwood Village

County/Parish:

* State:

CO: Colorado

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

80111-5716

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Mariya

Middle Name:

* Last Name:

Dvoskina

Suffix:

PsyD

Title:

Clinical Psychologist

Organizational Affiliation:

DeAngelis Foundation | Nicoletti-Flater Associates

* Telephone Number:

(b)(6)

Fax Number:

* Email:

(b)(6)

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

* 12. Funding Opportunity Number:

DHS-21-TTP-132-00-01

* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Stairway to Violence Prevention: Utilizing the Detector and Disruptor Model

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="565,600.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="565,600.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Title:

Stairway to Violence Prevention:
Utilizing the Detector and Disruptor Model

Submission date: May 25th, 2021

Funding opportunity number: DHS-21-TTP-132-00-01

Primary Applicant: The DeAngelis Center for Community Safety

Primary Location: Jefferson County, Colorado with activities to be focused throughout Colorado

Application Track: Promising Practices

Project Type: Multiple Projects

Amount of Funds Requested: \$565,600

Contact:

(b)(6)

Project Abstract

Violence prevention begins with the ability to properly detect and disrupt individuals on the pathway to violence. The Frank DeAngelis Center for Community Safety, a nonprofit organization focused on targeted violence prevention, preparedness, response and recovery training and Nicoletti Flater Associates, police and public safety psychologists who have specialized in threat assessment and management for over 40 years, have often partnered to bring violence prevention training and consultation to the state of Colorado. In formalizing our process we believe we can contribute to meeting all six of the objectives outlined by the Department of Homeland Security (DHS) including: 1. Raising awareness of radicalization to violence, 2. Raising awareness of the risk factors for – and the protective factors against - radicalization to violence, 3. Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence, 4. Ensuring members of the local community have the ability to act on their awareness training by knowing how to contact – and understanding the role of – threat assessment and management teams, 5. Ensuring members of the local community are trained on developing multi-disciplinary threat assessment and management teams, and 6. Educating the local community on a variety of resources that address risk factors and threat management approaches. By providing training and consultation to professionals and community members who serve as the most likely Detectors and Disruptors, we believe we have a high likelihood of meeting our objectives and ultimately reducing the likelihood of targeted attacks.

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***Body of proposal is a total of ten pages.**

1. Needs Assessment

Everyone shares in the responsibility for reducing the risk of violence. Yet, individuals often struggle in knowing their role and how instrumental they may be in thwarting an attack. They may be fearful of reporting concerning behavior, determine unilaterally that a concerning behavior is “not so bad,” or may not have or know that there is an organizational structure in place in addressing threats. On an organizational level, (whether a school, institution of higher learning, or a business) these entities often do not start thinking about violence prevention until the aftermath of an incident. While this is changing more and more, entities often struggle with knowing where to begin in their violence prevention efforts.

Even for those of us who study violence, measuring risk has always been a difficult task. Violence risk varies based on individual risk and protective factors and can be modified based on intervention (Bollinger, Flintoft, Nicoletti, Spencer-Thomas, & Dvoskina, 2018).¹ If an individual attends therapy, for example, we hope they may be steered away from a path of violence. However, this dynamic quality of risk also means our ability to measure the sensitivity (the ability to correctly identify true positives) of the intervention or assessment can never be truly calculated. In addition, lower base rates of targeted violence, by definition, make it statistically unlikely that we will come across a “true positive” (Meloy, Hoffman, Guldemann, & James, 2012).² Given all of these factors, we can never fully “predict” violence. Nonetheless, great strides in prevention can be made by focusing efforts on education around intervening when warning behaviors are present.

Research in the area of targeted violence (such as mass casualty events, targeted violence and lone terrorist actors) has found that attackers broadcast their intentions in advance. A common misconception is that these shooters “just snap.” This erroneous line of thinking suggests there are no prior indicators that may alert us and there is no foreseeable way of preventing a targeted attack. On the contrary, research has consistently shown that shooters researched, planned, and prepared over weeks and months before perpetrating their crimes (Meloy, 2014).³ In addition, most attackers engaged in some behavior prior to the incident that caused others concern or indicated a threat. For example, a 2019 Federal Bureau of Investigation (FBI) report found “in 100% of cases, concern was noted by someone about the attacker” and that “leakage/ broadcasts were evident in 90% of cases, through writing or videos” (p. 39).⁴ In this study, 40% of attackers also reported suicidal ideation. The majority of threats made by attackers also tend to be veiled threats (Bollinger, 2018). The finding that these attackers make their intentions known in advance has been consistently replicated in other studies (Silver, Horgan, & Gill, 2018). We suggest that identifying and addressing verbal and written threats is a key variable in violence prevention. In other words, “warning behaviors can only constitute warnings if the behaviors are detected, and implicit in the description of these behaviors is the need for adequate intelligence gathering” (Meloy, 2012, p. 274).⁵

¹ Bollinger, C., Flintoft, R., Nicoletti, J., Spencer-Thomas, S., & Dvoskina, M. (2018). *Violence Goes to College: The Authoritative Guide to Prevention, Intervention, and Response*. Charles C Thomas Publisher, Ltd. 2600 South First Street, Springfield, IL 62704.

² Meloy, J.R., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral sciences & the law*, 30(3), 256-279.

³ Meloy, J. R. (2014). The seven myths of mass murder. *Violence and Gender*, 1(3), 102-104.

⁴ Federal Bureau of Investigation (2019). Lone Offender: A Study of Lone Offender Terrorism in the United States (1972 - 2015). Retrieved from <https://www.fbi.gov/file-repository/lone-offender-terrorism-report-111319.pdf/view>, on December 1st, 2019.

⁵ Meloy, J.R., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral sciences & the law*, 30(3), 256-279.

The target population of this proposal are those individuals who are best suited to observe concerning behaviors when they first arise (the detectors) as well as those that are in the best positions to intervene (the disruptors). Detectors and disruptors include mental health professionals, students in the school or university settings, school administrative professionals and faculty, business entities, community faith leaders and law enforcement to include parole and probation officers. Research indicates that detectors have difficulty identifying concerning behaviors, knowing when to report them and who to report to. For example, a pilot study was conducted by Nicoletti-Flater Associates to assess clinicians' ability to detect and distinguish between veiled and direct homicidal and suicidal threats. Forty-three individuals from multiple backgrounds including psychiatry, psychology and social work participated in the study. Participants were presented with six case vignettes of four different threat types (direct suicidal, direct homicidal, indirect suicidal, and indirect homicidal) and two vignettes with no threat. In each case, participants were asked if they detected a threat, the type of threat (veiled, direct, unknown, or none), their confidence level in their response, and their subsequent steps. Across all four threat scenarios, only about half of the participants were able to detect a threat being made. Only about a quarter correctly identified whether the threat was veiled or direct. Participants were nearly 100 percent accurate in identifying when no threat was present. Overall, participants were significantly more likely to be accurate on the no threat condition as opposed to the threat conditions. This finding indicates more training in threat detection and identification is necessary. Furthermore, participants correctly identified direct threats 70 percent of the time versus only identifying veiled threats 24 percent of the time. Since it is most likely that participants will be faced with veiled threats in "real-life" scenarios, it is important that they are able to detect veiled threats. When looking at the interactions between all of the variables, it appears that the participants were poor at identifying specific threat types. Overall these results are suggestive of a lack of training in the areas of threat detection and identification.

Additionally, this study showed that in the cases of direct threats, whether suicidal or homicidal, only 28 percent reported that they would take more serious steps such as placing the individual on a hold, reporting to the police, or warning the intended victim or entity. This is one of the more concerning findings as it suggests that even when faced with direct threats against self or others, clinicians are reluctant to take serious measures. In the homicidal threat condition, participants were more likely to take more serious steps if they had also correctly identified the threat. This may also be an area for additional training for clinicians. If a threat is not detected or misidentified this is a lost opportunity for intervention with a potentially violent person. This is especially relevant as most threats made by homicidal and suicidal individuals are couched as veiled threats. If the clinician fails to detect the threat made, they may fail to act. The average training level on threat assessment reported by participants was less than one hour. This self report and the overall findings suggest that more education and training is needed for clinicians in the areas of detecting, identifying and responding to threatening statements.

While this pilot study only focused on mental health professionals we believe the findings likely generalize to those that are generally in detector positions. Other anecdotal evidence suggests that law enforcement, school administrators, institutions of higher learning and business are also aware of these gaps and are therefore focusing on trying to develop threat management programming. For example, NFA has been working with the Aurora Police Department to create just such programming to better help law enforcement recognize potential individuals on the pathway to violence, specifically those at risk for radicalization and mobilization (RAM).

Given the rise of homegrown radicalization extremism in the United States, detecting and countering individuals on the RAM pathway is a crucial role of law enforcement agencies. However, oftentimes law enforcement personnel lack a basic framework for identifying behaviors that indicate radicalization and mobilization, which can hamper effective assessment and intervention. At the request of the Aurora Police Department, NFA developed a program to better guide law enforcement personnel in assessing RAM behaviors in individuals. This tool integrates traditional threat assessment techniques developed at NFA with existing research from federal and private organizations to create a structured protocol that can help law enforcement make decisions on when and how to disrupt individuals that may be exhibiting RAM behaviors. This tool will not only streamline the process but will also help save time and resources at a time when many law enforcement agencies are stretched thin.

Other resources do exist for the members of the Colorado community to help identify and disrupt threats. The Colorado Resilience Collaborative (CRC) was founded in 2017 to examine the issue of identity-based violence in Colorado. The project received a DHS grant in 2020 to increase the delivery of an enhanced Community Awareness Briefing known as the “101 training,” and consultation opportunities for professionals handling cases that may involve bias-motivated behavior as a form of possible targeted violence. The CRC is developing an online resource library to promote sustainable training and technical assistance materials for the prevention of targeted violence. Colorado further benefits from other school safety and threat assessment processes, such as Safe-2-Tell, established law enforcement/mental health co-responder units, campus safety teams, ATAP, FBI’s Denver office, the CELL, Anti-Defamation League’s Colorado Coalition Against Hate, and the CO-PTV group (DHS, CRC, Aurora Police Department, Colorado Department of Public Safety, and EPIC).

The current proposal goes beyond the CRC’s current programming and consultation services. The DeAngelis Center and NFA will provide complementary, advanced training in threat assessment and management of persons of concern who are exhibiting threatening behaviors indicative of possible mobilization. This will complete the spectrum of primary, secondary, and tertiary prevention structures in Colorado, consistent with state-level planning efforts by the Colorado Department of Public Safety. While our basic level training will be comparable to the CRC’s “101” and “201” we believe it is important that individuals have a variety of resources to choose from. In other words, there is no such thing as “too much” awareness training. In contrast CRC has stated that they are not equipped to deal with higher risk individuals or those that are already mobilizing.

The current proposal addresses this gap and provides a natural continuum of services involving more advanced training, consultation, and threat management of higher risk cases. A successful threat assessment process requires a framework that can train and guide individuals, organizations, and communities in awareness, detection, assessment, and reporting of potential threats (Cowan et al., 2013, Reeves et al., 2010).⁶⁷ We believe our model and team can help create this type of infrastructure and work to train over 300 detectors and disruptors over the course of two years.

⁶ Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists. Retrieved from www.nasponline.org/Documents/Research%20and%20Policy/Advocacy.%20resources/Framework_for_Safe_and_Successful_School_Environments.pdf

⁷ Reeves, M. A., Kanan, L., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional’s guide to integrating physical and psychological safety – prevention through recovery. New York: Routledge.

2. Program Design

Problem statement:

Gaps appear to exist in two areas: awareness of warning behaviors and underdeveloped or nonexistent threat management protocols. We propose that these gaps may be addressed by training, building partnerships, and providing consultation. In preventing and disrupting workplace violence, agencies must train three levels of individuals. The levels of responsibility are the following; Detectors, Detectors and Disruptors, and Disruptors only. This designation varies by the entity. For example in a school setting, detectors may be the students and teachers, while disruptors may be teachers, administrators and the threat assessment team. In a company, the frontline employees and the boots on the ground are the Detectors. The supervisors and managers are both Detectors and Disruptors. The Threat Assessment Teams (TAT) are the Disruptors. Training options will also be provided to assist agencies in developing threat assessment teams and threat management protocols. Additionally, we plan to provide timely Indirect and Direct Threat Assessment and Threat Management consultation regarding behaviors of concern.

Program Goals and Objectives:

Vision: We believe our programming will address all six areas outlined by the DHS, including: 1. Raising awareness of radicalization to violence, 2. Raising awareness of the risk factors for – and the protective factors against - radicalization to violence, 3. Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence, 4. Ensuring members of the local community have the ability to act on their awareness training by knowing how to contact – and understanding the role of – threat assessment and management teams, 5. Ensuring members of the local community are trained on developing multi-disciplinary threat assessment and management teams, and 6. Educating the local community on a variety of resources that address risk factors and threat management approaches.

SMART Goals: The below chart is provided to help outline big picture goals and objectives. Please see the logic model (page 9) and the implementation plan (Appendix A) for a more detailed overview of how these objectives will be implemented and measured over time.

Objective	Task	Deliverable	Methodology
Raising awareness of radicalization to violence	Identify key professionals who serve as Detectors and Disruptors in the community	Populations identified in the needs assessment will be targeted	Grant funding will allow for offering free easily accessible training. Training will be available in live and online format to increase accessibility. Continuing education credits, Peace Officer Credits will be offered when possible. Training is adaptable to fit into

			existing mandated training for professionals.
<p>Raising awareness of the risk factors for – and the protective factors against - radicalization to violence</p> <p>&</p> <p>Ensuring members of the local community have the ability to act on their awareness training by knowing who to contact – and understanding the role of and recommendations for establishing– threat assessment and management teams</p>	<p>Train three levels of individuals: Detectors, Detectors and Disruptors, and Disruptors only.</p>	<p>Level 1 training: level 1 training is a 4-hour course that teaches participants on: Warning behaviors, radicalization behaviors, pathways to violence, identification of concerning behaviors and prevention strategies. Reporting procedures and resources to contact are built into every training.</p> <p>Level 2 training: is a 4-hour training that goes into more advanced knowledge of violence related factors described in Level 1. Reporting procedures and resources to contact are built into every training.</p>	<p>Training will be made available as on site, in person at the De-Angelis Center and via tele-platforms, allowing easier access to professionals across Colorado including rural areas.</p>
<p>Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence</p>	<p>Facilitate communication within and between agencies and TAT teams</p>	<p>All training levels are developed with multidisciplinary collaboration in mind, in addition to educating participants on available resources.</p>	<p>Training format will incorporate detectors and disruptors from mixed groups (i.e. mental health professionals, school administrators, law enforcement professionals, faith leaders) with facilitated group discussions.</p>
<p>Ensuing members of the local community are trained on developing multi-disciplinary threat assessment and management teams</p>	<p>Train Disruptors only (optional for Detectors)</p>	<p>Level 3 training is a 4-hour course on developing a threat assessment team, including composition, vortex implementation and case management.</p> <p>Level 4 training: is a 4 hour scenario-based training which includes table top exercise and role plays. This training helps already established TAT's in finding gaps and improving their process.</p>	<p>Level 4 and 5 training are most suitable for in person practice. Training will be made available on site, in person at the De-Angelis Center.</p>

Educating the local community on a variety of resources that address risk factors and threat management approaches.	Provide Consultation and Threat Assessment	Timely Indirect and Direct Threat Assessment and Threat Management consultation regarding behaviors of concern either generated by an Insider or an Outsider.	The services are to be provided either on-site, phone or teleconference. A 24/7 outreach line is already set up for this purpose.
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Logic Model

Resources	Activities	Outputs	Short- & Long-Term Outcomes	Impact
<p>Data on high need regions</p> <p>Survey monkey subscription</p> <p>Spreadsheet / database software</p> <p>Credentialed staff to obtain approval</p> <p>People with capacity and expertise in adult learning, curriculum / education materials design, evaluation, implementation, and preventing targeted violence.</p> <p>Technology capable of hosting online content</p>	<p>Identify target audiences based on high need regions of Colorado</p> <p>Develop brief surveys to understand specific learning and accessibility needs of potential participants</p> <p>Identify and implement strategies to make awareness building activities accessible and relevant (e.g. CEU's and on-site training)</p> <p>Develop and disseminate awareness building education materials and links to resources</p> <p>Develop and disseminate accessible training options (e.g. online modules, video clips, and webinars) based on intended outcomes of awareness / capacity building</p> <p>Develop and disseminate skill building training to build community capacity via VILT or in-person (format based on accessibility data.)</p> <p>Develop pre and post survey to evaluate learning gains in relation to intended outcomes.</p>	<p>Outreach list</p> <p>Outreach plan</p> <p>Needs assessment survey (contingent on results)</p> <p>Obtain approval from credentialing bodies for trainings</p> <p>Awareness building materials</p> <p>List of online resources</p> <p>Training presentations</p> <p>Participant and training manual</p> <p>Pre and post survey results and reports</p> <p>300 people trained</p>	<p>Short-term</p> <p>Community members are aware of radicalization to violence</p> <p>Community members are aware of risk and protective factors in relation to radicalization to violence</p> <p>Community members know who to contact when a threat arises</p> <p>Community members know how to report potential threats</p> <p>Community members understand the role of multidisciplinary threat assessment and threat management teams</p> <p>Community members understand how to establish an effective multidisciplinary threat assessment and threat management teams</p>	<p>Coloradans understand what radicalization to violence is.</p> <p>They know the risk factors and regularly report on persons of concern</p>
<p>Reporting mechanism</p> <p>24/7 access to threat assessment / management consultants</p> <p>Privacy compliant tracking tool</p>	<p>Recurring check-ins with community contacts to build relationships that strengthen potential for participants to use consultants as a resource when a potential threat arises.</p> <p>Consultation on threat assessments, threat management, establishing and maintaining multi-disciplinary teams</p> <p>Threat assessment data collection.</p>	<p>Check-ins on recurring schedule (frequency based on community feedback and need)</p> <p>Threat assessment data</p> <p>Risk analysis</p> <p>Threat assessment recommendations</p> <p>Threat Assessment Teams (TAT)</p> <p>Threat Management</p>	<p>Long-term</p> <p>Community members identify potential threats</p> <p>Community members understand their role in mitigating the threat</p> <p>Communities establish Multi-disciplinary threat assessment and management teams</p> <p>Community members are able to manage a threat</p>	<p>Communities have established multi-disciplinary teams that have the capacity (knowledge, skills, resources) to regularly assess person's identified as a potential threat</p>

	Consultation recommendations Post surveys to evaluate TAT process, challenges and progress Post assessment surveys to the TAT	Teams Threat assessment Team analyses and recommendations Post survey data and reports	Community members develop a strategy to support persons in their community Community members access multi-disciplinary teams	
Community resources Staff capacity to perform scanning Community contacts/relationships with local resources	Scan communities engaged in consultation for local resources Where relevant, facilitate connections between TATs and agencies where referrals may be sent Where relevant, provide support to TATs in establishing formal relationships to expedite referrals / intake into programs Where relevant, in partnership with TAT identify resource gaps and problem solve options to address resource needs	Resource list MOUs (if relevant) to protect privacy and or streamline referral / intake process Referrals to agencies	Short-term Community members are aware of the resources within their community that will help address risk factors and reduce the threat of violence	Communities have programs that are accessible and effective at addressing risk factors and increasing protective factors People that are presenting as a potential threat are ultimately diverted from acting and are re-connected, thriving members of their communities Likelihood of targeted attacks is reduced

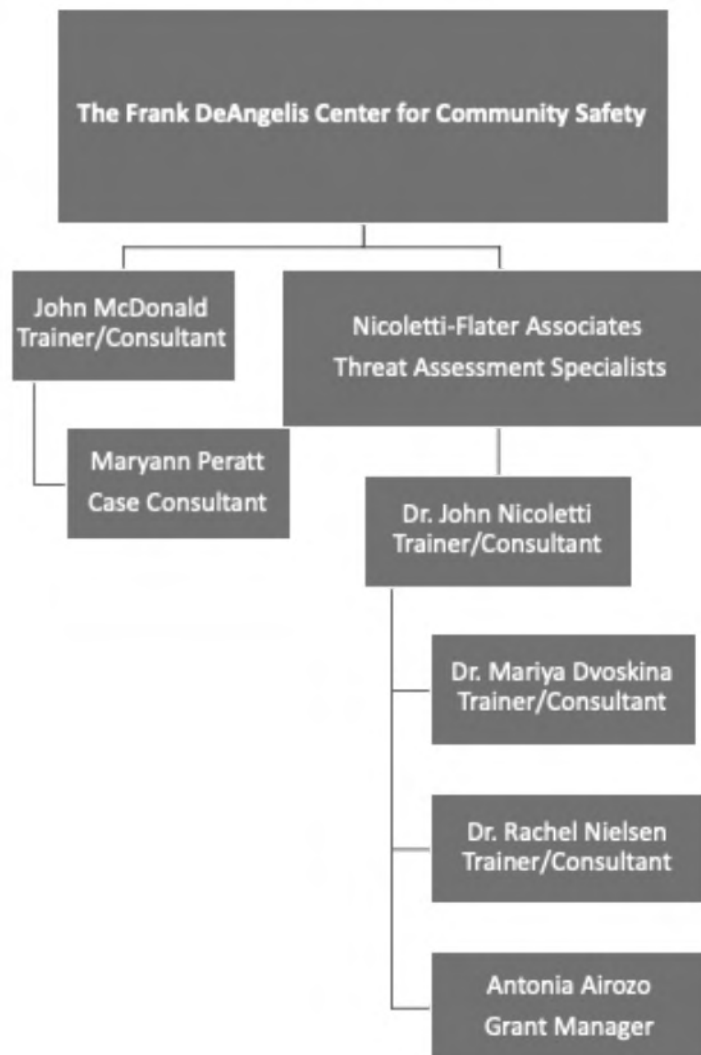
A theory of change: As mentioned in the needs assessment, the awareness and ability to identify warning behaviors is a key factor in the prevention of targeted violence. Along with detection comes proper reporting and awareness of resources and channels to report to. These are all areas that are addressed in the Level 1 and 2 training. Once concerning behaviors are detected, it is important that individuals and threat assessment teams know how to intervene and/or who to reach out to for the behavior to be disrupted. Threat management teams and disruption are the focus of level 3 and 4 training. Level 4 training is designed specifically for well established teams that want to improve or find gaps in their process. Consultation services with our office are a key part of the model. Threat management is a dynamic changing process which requires ongoing training and consultation. We believe that through these steps we have a high likelihood of meeting our objectives and ultimately reducing the likelihood of targeted attacks. The theory of change diagram below describes the steps and how each step maps onto the known pathway to violence models (Calhoun and Weston, Nicoletti-Flater Associates).



3. Organization and Key Personnel

About the Frank DeAngelis Center for Community Safety and Nicoletti Flater Associates: **The Frank DeAngelis Center for Community Safety (FDACCS)** was initially created to support law enforcement and school safety prevention, preparedness, response and recovery training for mass casualty tragedies. As the District of Columbine High School and Deer Creek Middle School, Jeffco Schools know firsthand the importance of preparedness and response to critical events. The Center is a place where law enforcement and school safety officials can have the difficult conversations surrounding the threats that impact our communities, train to understand best practices for threat assessment and management, test tactics, share lessons learned; both failures and successes. It is the opportunity for realistic training in a school environment. The DeAngelis Center for more than 50 years was Martensen elementary school in Wheat Ridge Colorado; a place of education for thousands of students. Renamed the Frank DeAngelis Center for Community Safety for our retired Columbine High School Principal in April of 2017, the DeAngelis Center is still a place of education; the students of today are first responders that include law enforcement and fire departments, school safety and victim advocates. In March of 2019, the DeAngelis Center for Community Safety introduced state of the art video, audio, scent and interactive active shooter simulator technology designed to enhance the realistic training experience. In the past two years, the DeAngelis Center has hosted more than 8,000 first responders from more than 70 local, state and federal agencies. At this time, dates are being booked into 2022. Jeffco Schools provides the Center at no cost to first responder agencies and school safety departments across the state of Colorado as a way of saying thank you for all the support to our school district every day and during our darkest hours. **Nicoletti-Flater Associates (NFA)** has specialized in providing trauma intervention, threat assessment, and police and public safety psychological services since 1975. With a staff of 12 people, we have provided assessment, consultation, intervention, and training services to more than 300 national corporations, government agencies, law enforcement agencies, fire departments, emergency medical agencies, security companies, schools, and religious institutions at the local, national, and international levels including places such as Antarctica. Dr. John Nicoletti is a national expert in police and public safety psychology, violence risk assessment, workplace and school violence prevention/intervention, as well as crisis intervention and trauma recovery. He has co-authored several books related to violence prevention, including: *Violence Goes to Work*, *Violence Goes to School*, and *Violence Goes to College*. In addition, staff members from Nicoletti-Flater Associates have authored and contributed to numerous articles and books focused on psychological issues in policing, assessing the psychological suitability of candidates for public safety positions, development and use of employee assistance programs, violence/risk assessment, stress management, disaster management, and trauma recovery. Nicoletti-Flater Associates staff are among the most highly-trained public safety psychologists in the Country.

Key personnel organizational chart (CVs to be found in Appendix B)



4. Sustainability

By providing training and consultation to professionals and community members who serve as the most likely and effective Detectors and Disruptors, the knowledge they receive can be taken back to their organizations and further developed within their existing roles and processes. Since outreach efforts will extend across Colorado and include rural, less resourced areas, capacity will be built beyond the more populated areas that are more likely to have specialized professionals and services in targeted violence prevention and intervention. Research suggests that sustainable practice is not achieved merely with training. Consultation and outreach will be an important component to ensuring the importance and relevance of this information remains a focus for detectors, disruptors, and the individuals within their community that they interact with. Sustainability will also be ensured via the *train-the-trainer* model and generating local subject matter experts.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	\$500,600
Fringe Benefits	\$0
Travel	\$28,000
Supplies	\$16,000
Contractual	\$15,500
Other	\$5,500
<i>Total Direct Costs</i>	\$565,600
Indirect Costs	\$0
TOTAL PROJECT COSTS	\$565,600

Personnel costs compromise the biggest expenditure. These costs include providing and paying the training staff and the grant manager. Travel cost includes anticipated airfare, car rental, and fuel. Supplies include printing cost, laptop, and projector for training and additional office supplies. The contractual budget includes the cost of renting work space and facility rental. Other includes miscellaneous costs associated with the grant that are not present at the time of the budget. Costs are calculated based on implementation plan, and goals in terms of number of trainings and individuals projected to be trained.

Appendix A
Implementation and Measurement Plan

Project Goal Statement						
Reducing the likelihood of targeted violence						
Target Population						
The target population are those individuals who are best suited to observe concerning behaviors when they first arise (the detectors) as well as those that are in the best positions to intervene (the disruptors).						
Goal Implementation Plan						
Awareness / Capacity Building via Training Objectives	Activities	Inputs/Resources	Time Frame	Anticipated Outputs		
Community members are aware of radicalization to violence	1. Regional trends in trends in increased threats and low TAT supports based on Colorado case reviews	1. Data on high need regions	1. Month one	1. Outreach list		
Community members are aware of risk and protective factors in relation to radicalization to violence	2. Develop brief surveys to understand specific learning and accessibility needs of potential participants	2. 3. 5. 6. Survey monkey subscription	2. Month one	2. Outreach plan		
Community members understand their role in mitigating the threat	3. Disseminate surveys and analyze data. Identify and implement strategies to make awareness building activities accessible (e.g. CEU's and on-site training)	Spreadsheet / database software	3. Month two	3. Needs assessment survey		
Community members know who to contact when a threat arises	4. Develop and disseminate awareness building education materials and links to resources	3. Credentialed staff to obtain approval	4. 5. & 7 First quarter	3. (contingent upon results of needs survey) Obtain approval from credentialing bodies for trainings		
Community members know how to report potential threats	5. Develop and disseminate accessible training options (e.g. online modules, video clips, and webinars) based on intended outcomes of awareness / capacity building intended outcomes	4.5.6. People with capacity and expertise in adult learning, curriculum / education materials design, evaluation, implementation, and preventing targeted violence.	Educational resources and online materials will be developed and piloted within the first quarter. Pilot survey data will be analyzed and utilized to finalize online training. Final version will be launched by the end of the first quarter beginning of the second.	4. Awareness building materials		
Community members understand the role of multidisciplinary threat assessment and threat management teams	6. Develop and disseminate skill building training to build community capacity via VILT or in-person (format based on accessibility data.)	5.6. Technology capable of hosting online content	6. & 7. Second Quarter	4. List of online resources		
Community members understand how to establish an effective multidisciplinary threat assessment and threat management teams	7. Develop pre and post survey to evaluate learning gains in relation to intended outcomes.		Skill building training content and supporting materials (participant and facilitator manual) will be developed and piloted within the second quarter. Pilot survey data will be analyzed and utilized to finalized skill building training. Final version will be launched by the end of the second quarter beginning of the second.	5. 6. Training presentations		
			4. 5. 6. 7. Online and skill building trainings, along with pre and post surveys will be disseminated on a rolling basis through the third quarter of the second grant year.	5. 6. Participant and training manuals		
				7. Pre and post survey results and reports. Six month reports on learning gain trends and iterative next steps. Final report on training effectiveness and recommendations for next steps based on review of 13 months of pre and post data		
				5. 6. 300 people trained specifically in threat assessment and management. Roles include mental health, probation, sex offender management leaders, and law enforcement. Minimum of 200 people trained within Colorado state.		
Goal Measurement Plan						
Awareness / Capacity Building via Training Activities	Performance Measures	Data Collection Method	Timeframe			
1. Identify target audiences based on high need regions of Colorado	1. Regional trends in areas where threats are increasing and or TATs are in need based on Colorado case reviews	1. De-aggregated historical case data	1. First month			
2. Develop outreach plan including brief surveys to understand specific learning and accessibility needs of potential participants	2. & 3. Recommendations for awareness and skill building trainings based on needs assessment findings	2. Survey monkey responses	2.3. Third month			
3. Disseminate surveys	5. Percent increase in learning gains from online training, based on pre and post surveys of participants.	4. Email documentation of disseminated materials	4. Third month			
3.a analyze data. Identify and implement strategies to make awareness building activities accessible (e.g. CEU's and on-site training)	6. Percent increase in both comfort and understanding of how to build teams and manage threats following skill-building trainings, measured by pre- and post- surveys.	5.6.7. Training registration data for awareness and skill building trainings, completion data for any web-based trainings. Awareness building and skill building training pre and post survey responses.	5.6. Sixth month			
4. Develop and disseminate awareness building education materials and links to resources	5.; 6. Number of awareness and skill building trainings held. Number of participants that successfully completed trainings.		7. Six month intervals			
5. Develop and disseminate accessible training options (e.g. online modules, video clips, and webinars) based on intended outcomes of awareness / capacity building intended outcomes						
6. Develop and disseminate skill building training to build community capacity via VILT or in-person (format based on accessibility data.)						
7. Develop pre and post survey to evaluate learning gains in relation to intended outcomes.						
Capacity Building via Consultation Objectives	Activities	Inputs / Resources	Timeframe	Anticipated Outputs		

Community members identify potential threats	1. Recurring check-ins with community contacts to build relationships that strengthen potential for participants to use consultants as a resource when a potential threat arises.	Reporting technology	3rd quarter and ongoing: Consultation and tracking beginning after launch of online training.	1. Check-ins on recurring schedule (frequency based on community feedback and need)	
Communities establish Multi-disciplinary threat assessment and management teams		24/7 access to threat assessment / management consultants		2. 4. Documentation of consultation using privacy compliant tool. Data collected on if a team is in place, whether a threat is being managed, consultation recommendations, risk and team analyses and recommendations.	
Community members are able to manage a threat	2. Consultation on threat assessments, threat management, establishing and maintaining multi-disciplinary teams	Privacy compliant tracking tool		3. Threat assessment data	
Community members develop a strategy to support persons in their community	3. Threat assessment data collection.			5. Post survey data and report on satisfaction with process, strengths and challenges of the team during assessment, post response outcomes and lessons learned.	
Community members access multi-disciplinary teams	4. Consultation recommendations				
Individuals identified as a threat are no longer a threat	5. Post surveys to evaluate TAT process, challenges and progress				
Capacity Building via Consultation Activities	Performance Measures	Data Collection Method	Timeframe		
1. Recurring check-ins with community contacts to build relationships that strengthen potential for participants to use consultants as a resource when a potential threat arises.	1. Number of contacts documented through check-ins.	1. Email or other contact means documentation.	1. 2. 3. 4. 3rd quarter and ongoing: Consultation and tracking beginning after launch of online training.		
2. Consultation on threat assessments, threat management, establishing and maintaining multi-disciplinary teams	2. 3. 4. Demonstration that teams are in place, threat is being managed, consultation recommendations are being followed.	2.3.4. Privacy compliant tracking tool	5. After 13 months of consultation.		
3. Threat assessment data collection.	5. Measured satisfaction with process, strengths and challenges of the team and community resources options. Post response outcomes including number of referrals, lessons learned, themes and outliers across teams, recommendations to improve training and consultation.	3. Post consultation survey of satisfaction and outcomes.			
4. Consultation recommendations					
5. Post surveys to evaluate TAT process, challenges and progress					
Community awareness of supports Objectives	Activities	Inputs/Resources	Time Frame	Anticipated Outputs	
Community members are aware of the resources within their community that will help address risk factors and reduce the threat of violence	1. Scan communities engaged in establishing teams to identify local resources	1. 2. 3. Community resources	3rd quarter and ongoing	1. Resource list	
	2. Initiate connections between TATs and agency where referrals may be sent	1. Staff capacity to perform scanning		2. 3. MOUs (if relevant) to protect privacy and or streamline referral / intake process	
	3. Where relevant, facilitate TATs to establish formal relationships to expedite referrals / intake into programs	3. Community contacts/relationships with local resources		2. 3. Referrals to agencies	
	4. In partnership with TAT identify resource gaps and problem solve options to address resource needs				
Community awareness of supports Activities	Performance Measures	Data Collection Method	Timeframe		
1. Scan communities engaged in consultation for local resources	1. List of community resources for communities engaged in consultation	1. Internet scanning	1. 3rd quarter and ongoing		
2. Where relevant facilitate connections between TATs and agencies where referrals may be sent	2. 3. 4. 5. Final teams report strengths and challenges regarding community resources and consultation outcomes including referrals.	2. 3. 4. 5. Post consultation survey results	2. 3. 4. 5. After 13 months of consultation		
3. Where relevant, provide support to TATs in establishing formal relationships to expedite referrals / intake into programs					
4. Where relevant, in partnership with TATs identify resource gaps and problem solve options to address resource needs					

Appendix B
CVs of Key Personnel

John R McDonald

(b)(6)

PROFESSIONAL HIGHLIGHTS

- Architect of the post Columbine tragedy school safety and emergency response plan
- Highlighted on Showtime's Documentary; Active Shooter, America Under Fire, 2018
- Recipient of the CBS News "Community Game Changer Award", January 2016
- Recognized at the White House following the Sandy Hook tragedy for developing the best practice school safety program, 2013
- Featured in the Washington POST, March 2019
- Featured in the FBI Documentary Echoes of Columbine in 2018
- Featured in the FBI Documentary In the Aftermath, 2020

EMPLOYMENT

JEFFCO Public Schools

2008-Present

Executive Director- Department of School Safety

- Direct and guide all safety, security, threat management and emergency planning programs in the largest school district in the State of Colorado with 157 schools, 84,000 students and 14,000 employees
- Architect of the post Columbine HS tragedy security and emergency operations plan
- Led the District response to the Deer Creek Middle School Shooting and the Jessica Ridgeway kidnapping and homicide tragedy. Responded to the Arapahoe HS Shooting and the Sheridan HS shooting by the Scream Bandits bank robbery crew.
- Provided support to Broward Public School District following the Parkland tragedy and to Santa Fe, Texas following the Santa Fe HS mass casualty tragedy
- Development and implementation of best practice violence prevention programs to ensure a safe and thriving educational environment for all students and employees
- Responsible for a multi-million dollar budget, 146 employees and a 24/7 program that includes a patrol division, emergency dispatch center, campus safety division, threat management team, emergency operations center and a mobile incident command center
- Recognized national presenter on security and response protocols, lessons learned from previous crisis events and active shooter response in the workplace and educational settings
- Act as Incident Commander during Emergency Response/Crisis Management actions involving life safety or significant events concerns
- Develop collaborative partnerships with local, state and federal law enforcement and fire department agencies in the largest county in the State of Colorado
- Create and implement training programs to comply with Colorado legislative mandates as well as Schools Board of Education policies
- Responsible for training students, staff and executive leadership to properly respond to a crisis event with a concentration in the areas of risk mitigation, response and recovery
- Lead the continuity of operations planning team in the development of plans and procedures to ensure continuity of operations in the event of a natural or man-made disasters
- Direct a multi-disciplinary Threat Assessment Team that includes Jeffco Schools, the District Attorney's Office, local law enforcement, county mental health in identifying at-risk and violent attack related behavior

- Primary liaison to Law Enforcement, Fire, Red Cross, Public Health and Emergency Management agencies
- Member of the Jefferson County Type 3 Incident Management Team responding to natural and man-made disasters
- Created the Frank DeAngelis Center for Community Safety, a first of its kind realistic active shooter training facility that has hosted more than 7,000 law enforcement officers from 60 agencies

ERCM Consultants, LLC
Founder and Owner

2011-Present

- ERCM Consultants, LLC provides threat management, emergency response, crisis management and security consultation services to k-12 and higher education institutions businesses, law enforcement agencies throughout the United States
- Consultation services provided in Arizona, California, Colorado, Connecticut, Florida, Iowa, Indiana, Kansas, Missouri Maryland, Nebraska, New Jersey, New York and Texas
- Provided emergency management, incident command, threat management and security consultation services for the Colorado Community College System that includes 33 campuses across the state of Colorado from 2014-2017
- Primary security and emergency management consultant for the Colorado School District Self Insurance Pool, supporting 160 school Districts across the State of Colorado; 2015-Present.

DHL Express
Sr. Manager of U.S Investigations and Security

1998-2008

- Responsible for management and over-site of all internal and external investigations and security programs in over 26 states to include major markets of Atlanta, Chicago, Dallas, Denver, Houston, Los Angeles, Miami, Minneapolis, Phoenix, Las Vegas, San Francisco, Seattle, and Puerto Rico and Guam.
- Managed 5 Regional Security Managers, 14 Investigators and 320 Uniformed Security Personnel
- Conducted criminal investigations including internal theft, felony interstate theft, cargo hijackings, internet fraud, illegal narcotic interdiction, commercial bribery and organized crime in union and independent contractor environments
- Developed and implemented national and international security responses for a global corporation
- Investigative point of contact for Fortune 10-100 customers including Dell, Apple, Microsoft, Nike, T Mobile and Target
- Developed security plans surrounding the 2002 SLC Olympic Games as well as the 2008 Republican and Democratic National Conventions, working in the Federal Law Enforcement EOC
- Emergency Security Coordinator for Hurricanes Katrina, Gustov and Ike; developing strategy and providing critical on scene responses for the protection of life and property
- Developed training and audit programs to comply with FAA, TSA and US Customs Anti Terrorism Trade Agreements
- Liaison with local, state and federal law enforcement across the United States
- Conducted and managed covert investigations/surveillances throughout the U.S
- Testified and advised on legal and labor issues in court proceedings and NLRB hearings pertaining to criminal activity and an employer's right to conduct investigations
- Managed purchasing and testing of high tech CCTV, Access Control and GPS Tracking systems to locate high value property and identify suspicious persons and activity

- Responsible for managing a 7.2 million dollar security budget

PARKS COLLEGE

2003-2006

Adjunct Instructor- Criminal Justice

- Instructor for Criminal Justice Associates Degree Program
- Prepared lesson plans, course outline, lecture, guests speakers and tests for courses taught
- Provided instruction in Interview and Interrogation, Criminal Investigations and Introduction to Criminal Justice and Terrorism
- Member of the Parks College Advisory Board, developing curriculum standards for the Criminal Justice Program

ARMY NATIONAL GUARD

1986-1993

Combat Signaler

- Army National Guard Soldier of the Month
- Sgt Major's award for Leadership and Professionalism
- Army Service Ribbon
- Honorable Discharge (Enlisted 1986- Discharge 1993)

WESTMINSTER POLICE DEPARTMENT

1988-1990

- Police Explorer
- Police Officer

EDUCATION

Metropolitan State University, Denver Colorado
 Bachelors of Science - Criminal Justice, 1992
 Bachelors of Science - Criminology, 1992

PROFESSIONAL AFFILIATIONS AND CERTIFICATIONS

Crime Prevention through Environmental Design (CPTED) for Schools
 Jefferson County Colorado Type 3 "IMT" Incident Management Team
 Former Sector Chair of the National Infrastructure Security Committee (INFRAGARD)
 Colorado Emergency Management Association
 Colorado Association of School Security and Law Enforcement Executives
 Association of Threat Assessment Professionals
 Laboratory for Scientific Interrogation Content Analysis Course
 John Reid and Associates Basic and Advanced Interview and Interrogation
 Kinesic Behavioral Interview and Interrogation Studies
 Board of Directors, Colorado Safe 2 Tell 2010-2014
 FEMA ICS 100, 200, 362, 700 and 800, 907 Emergency Management Courses

PRESENTATIONS

Presented at the White House "Conference on School Violence", Washington DC
 Keynote presenter, FBI HQ, Washington DC

Keynote Speaker, US Department of Education National Conference, Washington DC
Presenter at the Hal Borealis Forum in Anchorage Alaska
Keynote Speaker, Connecticut Juvenile Justice Statewide Police Conference
Safe and Sound Schools Inaugural Conference, Houston Texas
Scottsbluff Nebraska School Security Conference
Jefferson County Colorado Mental Health and Crisis Recovery Conference
Security Magazine Conference Speaker, Dallas Texas
New Jersey School Safety Conference, Hunterdon County NJ
Maryland School Safety Conference
Colorado Safe Schools Conference
Colorado Association of School Resource Officers Conference
School Conferences "The Colorado Briefing"

MEDIA INTERVIEWS

Washington POST 2019
CBS News 2019
Wall Street Journal 2018
CNN Network 2018
National Public Radio 2017 and 2018,
The New York Times, 2018
New York Post, 2009
Sun Sentinel, 2018
Denver Post Media (numerous occasions)
KUSA 9 News (numerous occasions)
KCNC 4 News (numerous occasions)
KMGH 7 News (numerous occasions)
FOX 31 News (numerous occasions)
Highlighted on the Showtime Series; Active Shooter, America under Fire 2018

Maryann Peratt LCSW, CACIII

(b)(6)

Education:

Masters of Social Work, University of Denver. Licensed Clinical Social Worker - 2001

Bachelor of Science, Metropolitan State College of Denver

Certified Addictions Counselor III

Professional Experience:

7/06 – Current

Director of Judicial Services

Jefferson County Public Schools, Lakewood, Colorado

Facilitates the district level threat assessment process, provides the sharing of information pursuant to C.R.S. 19-1-303 (4); works collaboratively with agencies to provide a safe school environment through prevention and intervention; notifications to administrators regarding students in detention; provide information pertaining to students who are criminally charged with a crime of violence or sexual offense; determine if the student may return and if so, develop a safety plan; transition paroled students back into the educational setting after completion of their sentence; child welfare representative, supervise a team of five employees.

7/00 – 6/2006

Juvenile Felony Supervisor/Court Services Coordinator

Jefferson County Juvenile Assessment Center and Senate Bill 94, Golden, Colorado

Conducted assessments on youth detained at Mount View Youth Services and out of custody; completed substance abuse evaluations; provided recommendations to Judges and Magistrates regarding services and bond conditions; case management; prevention and intervention with truant students; utilized community agencies; worked in collaboration with the district attorney's office, probation, human services, and mental health departments; supervised student interns.

2/96 – 7/00

Mental Health Clinician/Case Manager

Exempla Lutheran Medical Center, Wheat Ridge, Colorado

Co-developed and implemented the RTC and day treatment program; worked with dual diagnosed adolescents; responsible for treatment planning and implementation; facilitated therapeutic groups; assisted with special education students and developing IEP's; trained in non-violent crises intervention.

6/93 – 1/96

Mental Health Counselor

Columbia HealthONE, Denver and Aurora, Colorado

Intake and admission; worked with adolescent, adult and geriatric populations; crises intervention and milieu management; presented monthly in-services to families on mental health issues.

5/87 – 6/93

Mental Health Counselor II/Supervisor

Devereux Cleo Wallace, Westminster, Colorado

Worked in a clinical setting with dual diagnosed children and adolescents; responsible for treatment plans and implementation, participated in school staff meetings, IEP'S and discharge/aftercare planning.

References Furnished Upon Request

JOHN NICOLETTI, PH.D., ABPP

EDUCATIONAL EXPERIENCE

Ph.D. in Psychology, Colorado State University, 1972
Doctoral Dissertation: The use of anxiety management training in treatment of generalized and specific anxiety
M.S. in Psychology, Colorado State University, 1971
B.S. in Psychology, Colorado State University, 1968

TRAINEESHIP/INTERNSHIP

V.A. Hospital, Denver, CO, June 1971 - June 1972

LICENSE

Colorado Board of Psychologist Examiners, January 1975, #389
American Board of Professional Psychology – Police & Public Safety
Psychology, October 2011, #6970

GRANTS AND PUBLICATIONS

De-Escalation of Force, Colorado Law Enforcement Training Grant, 1990
Training for De-Escalation of Force, Police Chief, 1990, LVII
Circadian Rhythm Desynchronization in Shift Work and its effects on stress levels
FBI Special Publication, 1993
Violence Goes to Work: An Employers Guide, published by Mountain
States Employers Council, 1994, second printing, 1996
Violence in the Workplace: Response and Intervention Strategies in Violence on
the Job, APA 1996
Violence Goes to School: An Administrators and Teachers Guide, 1999
Survival Oriented Kids in a Violent World: A Skills Training Manual for
Parents 1998
The Dynamics of Schoolplace Violence, Police Chief, October 1999, 74-92
A Cognitive Processing Model for Assessing and Treating Domestic Violence and
Stalking by Law Enforcement Officers with Sally Spencer-Thomas
Domestic Violence by Police Officers, with Spencer-Thomas, Behavioral Science
Unit, FBI, 2000
Violence Goes to College, with Spencer-Thomas & Bollinger, Charles C. Thomas
Publishing, September 2001
Violence Goes to School, National Education Services, June 2002

Police Psychologists as Consultants, with Allen, Baum, Designer, Garrido, Gelles, Honig, & Kirschman, Police Chief, August 2011, 54-62

Psychological Adaptation Strategies for Long Duration Space Missions, with Garrido, NASA Behavioral Health and Performance Research Team, September 2012

Supporting the Psychological Recovery of First Responders Following a Mass Casualty Event, with Garrido & Kirschner, Police Chief, June 2016, 40-48

Preparing for the Unimaginable, How Chiefs can safeguard officer mental health before and after mass casualty events, Office of Community Oriented Policing Services, U.S. Department of Justice and National Alliance on Mental Illness, 2016.

First Responder Psychological Recovery Following a Mass Casualty Event, with Garrido. In Police Psychology and Its Growing Impact on Modern Law Enforcement 143-158. Hershey, PA, IGI Global.

Violence Goes to College, Third Edition, with Bollinger, Flintoft, Spencer-Thomas, & Dvoskina, Charles C. Thomas Publishing, 2018

SPECIALIZED ASSIGNMENTS AND APPOINTMENTS

Appointed to the Governor's Post-Traumatic Stress Disorder Taskforce June 2014

Safe 2 Tell Board, 2014-17

Selected by Harvard Medical School as a Primary Review Team Member for a project involving the Evaluation of Occupational Health Systems for Promoting Workforce Mental Health within Rio Tinto Iron Ore Western Australia Pilbara Operations and Expansion Projects November 2012-May 2014

Chair, International Association of Chiefs of Police Taskforce to Develop a Model Policy for Responding to a Traumatic Event, April 2014 – present

Appointed to the Department of Justice's and NAMI Taskforce dealing with Officer Mental Health and Mass Casualty Events, December 2014 -- present

National Institute of Justice Forum on the development of integrity and ethics Washington, D.C., December 1996

National Institute of Justice Peer Reviewer, July 1996, July 1997, June 1998

McMurdo Bay and South Pole Station, Antarctica, November 1995 to present, On-site training of personnel in disaster and trauma planning / Psychological screenings

Governor's Commission on Columbine Shooting Invited Testimony 2000/2001

Governor's Expert Emergency Epidemic Response Committee 2001 to present

Sandia National Labs, part of task force designed to detect and prevent theft of significant nuclear material, 2001

Colorado Attorney General's Office, consulting, and training, 2001 to present

State of Colorado Committee to Develop Best Practices for School Violence

International Association of Chiefs of Police (IACP), Chair of Police Psychological Services Section, 2004 to 2006, Vice-Chair 2002-2004,

Membership Chair 2000-2002, Program Chair 1998-2000

Invited Participant on the National Association of Attorneys General (“NAAG”) Task Force on School Safety, June 2007

Member of the IACP Virginia Tech Review Committee, 2008

Appointed to the Governor's Post-Traumatic Stress Disorder Taskforce June 2014

Safe 2 Tell Board, 2014-17

Selected by Harvard Medical School as a Primary Review Team Member for a project involving the Evaluation of Occupational Health Systems for Promoting Workforce Mental Health within Rio Tinto Iron Ore Western Australia Pilbara Operations and Expansion Projects November 2012-May 2014

Chair, International Association of Chiefs of Police Taskforce to Develop a Model Policy for Responding to a Traumatic Event, April 2014 – present

Appointed to the Department of Justice's and NAMI Taskforce dealing with Officer Mental Health and Mass Casualty Events, December 2014 -- present

Asked to review Arapahoe High School shooting as part of mediation request Generated by Colorado legislature, January 2016

Invited Participant at the US Department of Energy Insider Threat Working Group Mission Orientation, July 11-12, 2017, Washington, D.C.

Invited Participant at the Homeland Security Active Threat Working Group Summit in Denver, CO, September 2017

Invited Participant at the National Officer Safety and Wellness Group Meeting In Washington, D.C., October 12, 2017

Invited Participant on the Bureau of Justice's Assistance's VALOR officer Safety and wellness initiative, February 2018

Invited Participant at an International Conference hosted by NATO and Harvard on “Evaluation Support for Countering Violent Extremism (CVE) at the Local Level”, Castelbrando, Venice, Italy, June 3-6, 2019

Provided Leadership Training to Fire Department Command Staff at Y12 and Pantex, July 2019

Invited Participant at the National Security Agency (NSA) security conference on September 26, 2019 in Washington DC

Providing of psychological support services to First Responder and Emergency Operations Center regarding the COVID-19 Pandemic, March 2020 through the present

Invited Participant at the National Counterterrorism Center on Terrorism Prevention Practitioner Conference in Washington DC, March 5-6, 2020

ACHIEVEMENTS AND AWARDS

Denver Police Department Distinguished Service Award, 1987

Colorado Psychological Association Award for Distinguished Service, June 1989

Karl F. Heiser Award for Advocacy in Psychology presented by American Psychological Association, August 1998

E. Ellis Graham Award for Distinguished Service to Psychology, December 1996

Antarctic Services Medal awarded by National Science Foundation, July 2010

Aurora Police Department to Nicoletti-Flater Associates for Dedication to Duty for Providing Services in the Aftermath of the Century 16 Theater Shooting, July 2012

Outstanding Leadership Award in Police Psychology presented by IACP October 2014

PROFESSIONAL ORGANIZATIONS

- International Association of Chiefs of Police
- American Psychological Association
- Colorado Psychological Association
- Association of Threat Assessment Professionals
- Society for Police and Criminal Psychology
- Colorado Emergency Preparedness Partnership

CURRENT PROFESSIONAL EXPERIENCE

Partner, Nicoletti-Flater Associates, July 1976 to present

AREAS OF SPECIALIZATION

- Police Psychology
- Workplace violence
- Schoolplace shootings and violence
- Assessment and profiling of violent behavior
- Stalker identification and suppression
- Hostage negotiations training and intervention
- Pre-employment, pre-deployment, and special assignment screening
- Critical incident/trauma interventions
- Fitness for duty evaluations
- General employee/family counseling
- Stress management training
- Peak Performance training
- Violence reduction and survival training for adults and children
- Threat analysis and de-escalation of force training
- Corporate violence vulnerability assessment, security assessment and insertions
- Environmental assessments
- Extreme Events Response and Recovery

- Threat Assessment assistance in Countering Violent Extremism (CVE)

CLIENT POPULATIONS

- Airline industry
- DOE, NSA and NRO
- Federal law enforcement agencies
- Fire departments
- Hospitals and medical facilities
- Law firms
- K-12 school districts
- Private corporations
- University and colleges campuses
- State and local law enforcement agencies
- State and municipal government
- Nuclear power and weapons facilities

PREVIOUS PROFESSIONAL ACTIVITIES

Colorado Psychological Association, Executive Officer October 1982 - December 1988

Metro State College, Acting Department Chairperson in Community Services Department, January 1981 - June 1981

Pikes Peak Mental Health Center, Clinical Psychologist December 1975 – November 1987

Griffith Residential Adolescent Treatment, 1977 -- 1988

Jefferson County Mental Health Center, September 1972 – December 1975

2018 & 2019 TRAUMA AND EXTREME EVENT INTERVENTIONS

Albertson's Grocery Store – workplace violence, April 1995

Trauma intervention for customer and law enforcement personnel

Oklahoma City Bombing – Oklahoma City, Oklahoma, April 1995

Trauma intervention for witnesses and prosecution team

Columbine – Littleton, Colorado, April 1999

Trauma intervention of emergency services personnel

Globus Bus Accident – Reno/Las Vegas, Nevada, September 2000

Trauma intervention for victims of Tonopah, Nevada bus crash

Trauma intervention for United Airlines, Marsh and other businesses impacted by terrorist

Attacks—09/11/2011

Platte Canyon High School Shooting, Bailey, Colorado, September 2006

Trauma intervention of emergency services personnel

Mumbai Terrorist Shooting Hostage Debriefing, January 2009

Aurora Theater Shooting Intervention with First Responders & Victims, July 2012
 Navy Yard Shooting – one-year anniversary debriefing for NCIS, 2014
 Numerous police/fire responses
 Delfin cruise ship pirate attack on the Amazon River, July 2016
 Orlando Police Department Peer to Peer Recovery Task Force regarding the Pulse Night Club, September 2016
 Miami Beach Police Department hurricane trauma recovery, September 2017
 Line of Duty Deaths trauma recovery Douglas County Sheriff's Department and Adams County Sheriff's Department, January 2018
 Drug Enforcement Administration earthquake recovery debriefing October 2 through October 5, 2017 Mexico City
 NCIS Peer Support Trauma Team Training, Quantico, VA, March 2018
 Wildlife Investigators Cover Academy Adapting to Undercover Work Training, May 2018
 Drug Enforcement Administration Trauma Team Training, May 2018 through July 2018
 Drug Enforcement Administration Reintegration Training, Quantico, VA July 2018
 Colorado Sheriffs Association, August 2018
 Toronto Police Service, October 2018
 Globus Travel Bus Accident, October 2018
 Slippery Rock University, October 2018
 Department of Labor, October 2018
 Santa Fe, Texas Unified School District Post Shooting Trauma Recovery Training, April 2019
 Colorado STEM School mass Shooting, May, 2019

2018 & 2019 INSIDER THREAT ASSESSMENT TRAINING AND EVALUATIONS

Academy District 20, Colorado Springs, CO
 Elizabeth Colorado School District
 Pinnacol Assurance Company, CO
 City of Louisville, Colorado
 City of Westminster, Colorado
 Department of Energy Human Reliability Program, Washington, DC
 NRO Insider Threat Training at Chantelle VA
 Colorado Department of Regulatory Agencies
 Department of Energy Training for Sandia, NM and Livermore, CA,
 City of Centennial, CO

University of Colorado Care Team

Employers' Council of Colorado

Larimer County, CO

Oppenheimer Funds, NY

Association of Threat Assessment Professionals, Omaha NE & Boston MA

DaVita Medical Group, CO

Grease Monkey, CO

Buckley Aerospace Data, CO

Lasallian, Houston Texas

JDF-PG & Medical Staff and Australian Federal Police, Alice Springs, Australia

SolVista Health, Salida, CO

Association of Threat Assessment Professionals, Lincoln Nebraska

NATO and Harvard International Conference on Countering Violent Extremism, Venice, Italy,

National Security Agency, Washington, DC,

State Department, Expanding the Counterterrorism aperture, Washington, DC

Department of Energy, Insider Threat Summit, Washington DC

COURT TESTIMONY

Park County, Colorado – criminal-stalking case, 2004

State of Colorado v. Lewis Paul Richardson, 03CR47

Jefferson County, Colorado – threat assessment case, 2003

State of Colorado v. Thaddeus Fredericksen, 02CR03045

Boulder County, Colorado – criminal case, 2005

Paiz, et al. v. Radilla-Perez, 04CV1156-1

Jefferson County & Arapahoe County Reverse Placement Hearing 2015

Douglas County, Colorado—Higgins v. Colorado February 2017

Federal Court, Denver, Colorado--Cody Williams Cox v Dan Wilson December 2016 and August 2018, February 2020

Beecher, Suzanne et al v. Biological Resource Center et. al, Phoenix AZ, November 2019

SECURITY CLEARANCES

Secret Clearance through FBI, August 2019

**PARTIAL LIST OF
GOVERNMENT AND
CORPORATE CLIENTS**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Bonfils Blood Center • Children's Hospital • Colorado Attorney General's Office • Colorado Department of Labor • Colorado Department of Transportation • Colorado Division of Wildlife • Colorado Rockies • Coors Brewing Company • Denver Public Library • Department of Energy • Denver Regional Council on Government • Denver VA Hospital • Drug Enforcement Administration • Environmental Protection Agency • Federal Bureau of Investigation • Federal Reserve Bank • First National Bank of Colorado • Globus & Cosmos • Governor's Commission on Bioterrorism (Colorado) • JDF-PG, Australia • Mountain States Employers Council • NASA | <ul style="list-style-type: none"> • National Center for Atmospheric Research • National Park Service • National Reconnaissance Office • National Renewable Energy Laboratory • National Security Agency • Office of Surgeon General, Washington, D.C. • Oppenheimer Funds • Ontario Provincial Police Association • Pantex • Pinnocal Assurance • Qwest • Raytheon Polar Services • Sandia National Labs • Time Warner • Toronto Police Services • United Airlines • US Department of Energy • US Department of Interior • Xcel Energy • Yucca Mountain • Y 12 |
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CONTACT INFORMATION:

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CURRICULUM VITAE

Mariya Dvoskina, Psy.D

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EDUCATIONAL EXPERIENCE

Doctor of Psychology (Psy.D), University of Denver, 2016

Master of Arts (M.A.) in Clinical Psychology, University of Denver, 2014

Bachelor of Arts (B.A.) in Psychology and Neuroscience, Magna Cum Laude University of Colorado at Boulder, 2010

DOCTORAL INTERNSHIP EXPERIENCE

Nicoletti-Flater Associates, Denver, CO, September 2015 – August 2016

LICENSE

Colorado Board of Psychologist Examiners, November 2017, #4713

CURRENT PROFESSIONAL PRACTICE

Staff Psychologist: Nicoletti-Flater Associates, August 2016 – Present

- ✓ Clinical practice including: individual, couples and family therapy with first responders and their families
- ✓ Threat assessment and threat management consultation with law enforcement, schools, and corporate organizations
- ✓ Providing trainings on workplace violence, crisis intervention, de-escalation, peer support, stress management and other topics related to first responders
- ✓ Conducting crisis and trauma intervention
- ✓ Responding to critical incidents including mass casualty events, and officer involved shootings.
- ✓ Supervision of clinical staff/interns
- ✓ Supervision of peer support teams
- ✓ Providing 24/7 urgent line support

PREVIOUS PROFESSIONAL ACTIVITIES

Doctoral Student Extern: University of Denver Professional Psychology Center, September 2012 – August 2015

- ✓ Provided psychotherapy to individuals, couples, and families presenting with a myriad of psychological disorders
- ✓ Responsible for intake services and termination planning, crisis intervention, clinical report writing, and facilitating psychiatric consultations

Doctoral Student Extern: Federal Bureau of Prisons – Englewood, September 2014 – July 2015

- ✓ Conducted brief individual therapy, group therapy, and psychological assessment.
- ✓ Participated in three specialized training rotations including:
 - Sex Offender Treatment Rotation (experience treating primarily non-violent sex offenders in a group and individual therapy settings).
 - Drug Treatment Rotation (experience with treating substance abuse, as well as assessment).
 - Forensic Rotation (experience in the forensic assessment process)

Analyst Intern: Colorado Bureau of Investigation, March 2014 –March 2015

- ✓ Analyzed data and populating offender records
- ✓ Provided informational packets for law enforcement
- ✓ Received didactic training regarding criminal behavior and offenders

Doctoral Student Extern: Colorado Assessment and Treatment Center, August 2013 –August 2014

- ✓ Provided therapeutic services to primarily convicted adults
- ✓ Conducted mental health intakes as well as individual therapy and group therapy
- ✓ Responsible for case management

Doctoral Student Extern: Betty K. Marler Youth Services Center, October 2012 – October 2013

- ✓ Conducted individual therapy and group therapy
- ✓ Facilitated psycho-educational groups, DBT groups and systemic focused Multi-Family groups
- ✓ Administered intakes and creating treatment plans
- ✓ Responsible for crisis intervention and restorative process

Group Living Counselor: Betty K. Marler Youth Services Center, June 2011 –October 2013

- ✓ Supervised juvenile offenders and provide individual counseling
- ✓ Implemented special management programs and treatment plans
- ✓ Involved and trained in crisis intervention and motivational interviewing
- ✓ Services for juvenile offenders

Peer-Educator: Counseling and Psychological Services (CAPS), May 2008 –May 2009

- ✓ Received Peer Education Certification
- ✓ Participated and co-lead psycho-educational group sessions

PROFESSIONAL ACHIEVEMENTS AND CERTIFICATIONS

Diplomat, American Academy of Experts in Traumatic Stress, since 2019.

Speaker at the 2019 CO Safe Schools Summit, October 24th, 2019.

Speaker at the Law Enforcement National Torch Run Conference: “Check-up from the Neck-Up”, September 20th, 2019

Speaker at the Association Of Midwest Fish And Game Law Enforcement Officers Conference: “Deviation, Transformation, & Deterioration –The Negative Psychological Effects Of Prolonged Undercover Work On Officers And Their Families”, June 24th, 2019

Keynote Speaker at the Colorado/Wyoming Counseling Center Conference: The “New Normal” of Violence Prevention on College Campuses, March 29, 2019

Speaker at the Colorado School Safety Symposium, February 21st, 2019

Speaker at the FBI Mental Health and Law Enforcement Collaborative Event- February 6th, 2019

Speaker at the Denver Veterans Affairs Medical Center: Critical Incident Response Training, January 17th-19th, 2016

Consultant to the Homeland Security and FBI task force focused on the prevention of violent extremism, October 2018 – Present

Guest Journal Reviewer for APA Psychological Services Section, February 2017 – Present

Consultant and clinical supervisor for Peer Support Teams for state and federal law enforcement agencies (including NCIS), August 2017 – Present

Certified in FEMA Incident Response, October 2017

Certified in Psychological First AID, October 2016

Assisted in Coordinating the Psychological Footprint of Mass Casualty Conference, with DU's Center for Professional Development and APA's Division 18: Psychologists in Public Service, August 2016

COURT CASES

- ✓ Qualified by the Colorado Court’s as an Expert Witness in the area of threat assessment and threat management

- ✓ Assisted on Beecher et al v. Biological Resource Center, et al, January 2019
- ✓ Assisted on Jefferson County & Arapahoe County Reverse Placement Hearings, January 2018
- ✓ Assisted on Douglas County Court Case, Colorado – Higgins v. Colorado February 2017
- ✓ Assisted on Federal Court Case, Denver, Colorado – Cody Williams Cox v. Dan Wilson December 2016

RESEARCH

Nicoletti-Flater Associates & University of Colorado Anschutz Medical Campus

- ✓ Currently conducting quantitative research study to evaluate the ability of mental health professionals to assess suicidal and homicidal threats and their confidence level in their judgment. March 2019 – Present

University of Denver – Graduate School of Professional Psychology

- ✓ Community Chair on a Graduate Students Doctoral Paper Research Project and Paper: August 2016 – August 2017

University of Denver – Graduate School of Professional Psychology

- ✓ Doctoral Paper –“Correlates of Program Completion in Juvenile Diversion”: March 2015 – March 2016

Cognitive Neuroscience of Language Lab:

- ✓ Honors Thesis Research Project (Presented Thesis at UC Berkeley Conference): June 2009 – September 2010

PROFESSIONAL PUBLICATIONS

Bollinger, C. M., Flintoft R., Nicoletti, J., Spencer-Thomas, S., & Dvoskina, M (2018). *Violence goes to college: The authoritative guide to prevention, intervention and response*. Charles C Thomas Publisher.

Cole, G., & Dvoskina, M. (2019). Introduction of facility therapy dogs to 911 communication centers: A proposal. *Traumatology*. Advance online publication.

Dvoskina, M. (2016). *The perils of denial: An intern's response to the Hoffman*

Report. *Psychotherapy Bulletin*, 51 (2), 54 – 56.

Dvoskina, M. (2016). *Mindfulness for police officers*. The Colorado Psychologist, (volume xlv, issue 4, pg 16-17).

Dvoskina, M. (2016). Correlates of Program Completion in Juvenile Diversion. Doctoral Research Paper Committee: Thomas Barrett, Kim Gorgens, Jessica Micono. Digital Commons@DU.

Herbst, A. (2018). Gravity of Threats: Clinical Psychology Graduate Student Training and Threat Assessment. Doctoral Research Paper Committee members: Lynett Henderson Metzger, Psy.D., J.D., Mariya Dvoskina, Psy.D., Artur Poczwardoski, Ph.D. Digital Commons@DU.

Nicoletti, J. & Dvoskina, M. (2015). *The police psychologist's roles & responsibilities in responding to mass casualty events*. The Colorado Psychologist, (volume xliii, issue p, pg 7-8).

Kanan, L. M., Nicoletti, J., Garrido, A. S., & Dvoskina, M. A Review Of Psychological Safety And Threat Assessment Issues Related To The Shooting At Arapahoe High School On December 13, 2013 Presented to the Littleton Public School District and Board of. Rep. 2016.

AREAS OF SPECIALIZATION

- ✓ Trauma & Crisis Intervention
- ✓ Violence/Threat Assessment
- ✓ Peer Support
- ✓ Stress management
- ✓ Forensic psychology
- ✓ Psychological assessment
- ✓ Couples/Marital Counseling
- ✓ Anger Management
- ✓ Behavior Modification
- ✓ Counseling Adults
- ✓ Communication and De-escalation
- ✓ Program Development
- ✓ Motivational Mediation
- ✓ Clinical Supervision

PROFESSIONAL ORGANIZATIONS

- American Academy of Experts in Traumatic Stress
- American Psychological Association Division 18, Police and Public Safety Section
- Association of Threat Assessment Professionals

- Fire Service Psychology Association
- Jefferson County Emergency Preparedness Partnership
- International Association of Chiefs of Police
- International Association of Chiefs of Police: Psychological Services Section
- International Association of Chiefs of Police: Ethics Committee
- Society for Police and Criminal Psychology

Rachel K. Nielsen, PsyD
Curriculum Vitae

Telephone:
Email:

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EDUCATION:

University of Denver, Graduate School of Professional Psychology, Denver, CO
PsyD in Clinical Psychology, August 2018. (APA-approved program)

University of Denver, Graduate School of Professional Psychology, Denver, CO
MA in Clinical Psychology, March 2017.

University of Denver, Graduate School of Professional Psychology, Denver, CO
MA in Forensic Psychology, June 2003.

University of Tennessee, Knoxville, TN
BA in Academic Psychology, June 2000.

CLINICAL/CONSULTATION EXPERIENCE:

Colorado Resilience Collaborative, Denver, CO

May 2018- March 2021

Executive Director: Managing daily operations for a research, education, and consultation program at the University of Denver to address identity-based violence, targeted violence, and violent extremism in the state of Colorado. Maintaining and building partnerships with federal, state, and local organizations in multiple sectors including mental health, education, and law enforcement. Community training presentations about violent extremism and targeted violence using culturally competent and trauma-informed practices to prevent and disrupt escalation to violence. Supervision of graduate externs within the International Disaster Psychology program. Consultation services for Colorado-based service providers who are handling cases involving potential perpetrators of identity-based and targeted violence. Presentations and consultation in the U.S. and other countries regarding P/CVE programming and returning foreign fighters, including Canada, Sweden, Italy, Sri Lanka, the Maldives, North Macedonia, Trinidad, and Pakistan. Co-Principal Investigator and recipient of a federal grant from the Department of Homeland Security in 2020 to expand CRC training and consultation programming in Colorado and create an online resource library for preventing targeted violence. Key contributor to the “Colorado model” of P/CVE programming that uses a

decentralized, public health approach. By leveraging professionals in the community and providing them with training and case consultation, thus building ongoing capacity for managing cases that is sustained regardless of funding streams and local access to specialized services. Dr. Nielsen developed and authored the 101 and 201 trainings for the CRC.

Nicoletti-Flater Associates, Lakewood, CO

July 2017- Present

Psychological Services Staff Member: Police and public safety psychology services. Consultation, trainings, and threat assessments for organizations and departments who have experienced or seek to prevent violence in public places, schools, and workplaces. Psychotherapy with first responders and their families, as well as other first responders experiencing the effects of trauma. Debriefings after critical incidents, including mass casualties, line-of-duty deaths, first responder suicides, traumatic accidents, natural disasters, school shootings, and officer-involved shootings. Crisis Intervention, Peer Support, trauma, and mental health trainings for police academies, peer support programs, police and fire departments, and other organizations.

Front Range Psychological Associates, Wheatridge, CO

July 2016- July 2017

Psychology trainee: Conducting assessments for cognitive and learning disability issues for children, adolescents, and young adults. (*WAIS-IV, Woodcock-Johnson, WISC, WIAT, WPPSI, Conners-3*).

Kimel Psychological Services, Denver, CO

August 2016- Dec 2016

Psychology trainee: Co-leading psychoeducation groups for parents of adolescents who have been diagnosed with autism or a similar cognitive or developmental disability.

University of Denver, Professional Psychology Clinic, Denver, CO

Oct 2014 to June 2017

Psychology trainee: Conducting individual therapy with adult females. Integrative assessments for adults (*WAIS-IV, MMPI-2, Rorschach, TAT, Woodcock-Johnson, Wisconsin Card Sort, WASI-II*).

Reaching HOPE, Commerce City, CO

July 2015 to July 2016

Psychology trainee: Provided individual, couples, and family therapy to address complex and intergenerational trauma. Clients included primary and secondary victims in the family, including children, adolescents, and adults. Clients were primarily referred by social services and funded by Crime Victim's Compensation following child abuse, sexual assault, domestic violence, death, or another traumatic event.

Bright Future Foundation, Avon, CO

Oct 2014 to July 2015

Psychology trainee: Provided psychotherapy for adult and adolescent females with a recent history of domestic violence or sexual assault. Working with a translator to serve Spanish-speaking therapy clients. Coordinating with victim advocates, shelters, police departments, and court system. Co-leading a

parenting class to fulfill the requirements of the 5th Judicial District. Working shifts for 24/7 crisis hotline for domestic violence and sexual assault.

ADDITIONAL PROFESSIONAL EXPERIENCE:

University of Denver, Graduate School of Prof. Psychology Aug. 2014- May 2017

Work-study position: Assisting the Director of the PsyD program by completing research for the program and finding new materials for Dr. Davis' GLBT course. Preparing for the National Multicultural Summit and Conference in Portland, Oregon in January, 2017. Posters created for the Conference are archived in the Center for the History of Psychology at the University of Akron.

Helen Ross McNabb Center, Knoxville, TN Feb 2012-May 2014

Mobile Crisis Unit Clinician: Provided crisis psychological assessments for suicidal, homicidal, and psychotic adults. Triaging phone calls and managing crisis situations. Emergency voluntary and involuntary placement of individuals into crisis units, medically monitored detox units, VA hospitals, and other secure facilities. Coordination with law enforcement, emergency services, jails, and hospitals.

Helen Ross McNabb Center, Knoxville, TN Dec 2008 –Oct 2013

Healthy Families Program Coordinator: Manager of a 7-county child abuse prevention program. Supervision of 18 staff members, as well as undergraduate interns and volunteers. Adherence to Healthy Families America standards. Led the re-credentialing process in 2009. Frequent productivity, QA/QI, and program analysis reports. Hiring, training, and professional development of staff. Management of board meetings, legislative advocacy, and community relations. Grant writing and maintenance of a \$1 million budget. Management of federal and state databases.

Redirecting Sexualized Aggression (RSA), Lakewood, CO Feb 2008-Aug 2008

Sex Offender Evaluator: Psychosexual offense-specific mental health evaluations of male, female, juvenile, and intellectually delayed sexual offenders

Progressive Therapy Systems, Denver, CO Nov 2001-Oct 2007

Sex Offender Therapist, Evaluator, and Family Services Coordinator: Individual, family, and group therapy with male, female, elderly, and juvenile sex offenders. Psychosexual offense-specific mental health evaluations, parental risk assessments, and fitness to practice evaluations. Psychological testing, scoring, and interpretation (*MMPI-2, MCMI-III, MACI, SASSI, PCL-R, BDI, Shipley, CBCL, Sentence Completion, Draw A Person, TAT, Family Kinetic, sexual screening tools, violence and recidivism risk assessments, PCL-R, SVP*

protocols. Used polygraph results. Informed supervision training and family services coordination. Supervised and trained interns and new employees. Previously listed as an Adult Treatment Provider, Adolescent Treatment Provider, Adult Evaluator, Adolescent Evaluator, and Department of Corrections Approved Provider.

PROFESSIONAL MEMBERSHIPS

American Psychological Association
Association for Contextual Behavioral Science, Rocky Mountain and Norway chapters
Colorado Psychological Association
Fire Service Psychology Association
International Association of Chiefs of Police
International Public Safety Association

TEACHING AND PRESENTATIONS

Aurora Police Department Sept. 2020
Presentation to Aurora Police Department's Crisis Intervention Team of officers and mental health co-responders regarding risk and threat assessment to protect vulnerable populations and interrupt individuals on the pathway to violence.

Association of Threat Assessment Professionals Sept. 2020
Provided a presentation to the Colorado chapter of the Association of Threat Assessment Professionals regarding behavioral threat management in cases of violent extremism and targeted violence.

Colorado Department of Human Services April 2020
Provided training to case managers at the Colorado Department of Human Services about targeted violence prevention and intervention.

Morgan County School District (Colorado) April 2020
Provided a training to the Morgan County school district (April 2020) about targeted violence prevention and intervention to K-12 administrators, counselors, and safety personnel.

National Counterterrorism Center Practitioner Conference March 2020
Invited to speak at the in McLean, Virginia (March 2020) where Dr. Nielsen spoke on a panel about "Non-Law Enforcement Models" to prevent acts of domestic terrorism and targeted violence.

Colorado Behavioral Healthcare Council Feb, 2020
Co-presented "The role of mental health professionals in preventing targeted violence in Colorado" with Jenny Presswalla from the Department of Homeland Security.

Children's Hospital, Colorado

Feb. 5, 2020

Presented material to increase awareness and improve intervention strategies to professionals from Collaborative Management Programs from Arapahoe, Douglas, and Elbert County in Colorado who regularly staff cases of vulnerable people engaging in dangerous behavior.

Aurora School District Threat Assessment Team Leads

Jan. 28, 2020

Presentation of ideologically motivated violence and targeted violence, and the use of threat assessment and management approaches to prevent and intervene in school-based cases.

International Visitors Leadership Program/World Denver

Jan. 27, 2020

Presentation of Colorado-based CVE initiatives and intervention systems to a group of international leaders from Austria.

Archuleta County and La Plata County, CO

Jan. 8 & 9, 2020

Co-presented the "101 Training" Community Awareness Briefing with Department of Homeland Security, Colorado Department of Human Services, and Colorado Information Analysis Center to an interdisciplinary audience of front-line professionals.

University of Denver: PsyD Community Hour

Jan. 8, 2020

Co-presented with Safe-2-Tell on current issues in school safety in Colorado.

National Counter-Terrorism Center

October 2019

U.S. Department of State Analytic Exchange on "Expanding the Counterterrorism Aperture: New Perspectives for a New Decade." Presented and highlighted the work in Colorado and share innovative practices in targeted violence prevention and early intervention.

County Sheriffs of Colorado

May 27 & 28, 2019

Law enforcement training regarding communication skills, veteran considerations, suicide intervention, and de-escalation techniques

Englewood Police Department Peer Support Training

May 23, 2019

Peer support training for police officers regarding counseling techniques, active listening, anger management, and child and adolescent development and behavioral issues

Denver Police Department Academy

May 16, 2019

Stress and Trauma training to police academy cadets

Denver Sheriff's Office Training

May 13, 2019

Training presentation of communication strategies and skills, PTSD, and special considerations when working with veterans.

<u>STEM School Shooting, Douglas County, CO</u>	May 13-21, 2019
Psychoeducation and support for teachers, administrators, and students as they returned to the school, recovered belongings, and reintegrated into the buildings while following a condensed schedule. Managed trauma reactions among students and provided guidance to staff.	
<u>University of Denver, LGBT course</u>	
Guest lecturer for the PsyD LGBT course	May 2, 2019
<u>University of Denver, Late Adulthood course</u>	May 2, 2019
Guest lecturer for the PsyD Late Adulthood course	
<u>University of Denver, Police Psychology course</u>	April 29, 2019
Guest lecturer for Clinical Psychology doctoral course regarding mass casualty violence, school shootings, the Columbine High School attack, and trauma reactions among law enforcement officers	
<u>International Visitors Leadership Program/World Denver</u>	April 26, 2019
Presentation of Colorado-based CVE initiatives and intervention systems to a group of international leaders	
<u>Law Enforcement Responses to Mental Health Issues</u>	April 24, 2019
Presentation to a law enforcement audience in Vail, Colorado about the development of community-based prevention efforts and collaborative initiatives	
<u>County Sheriffs of Colorado</u>	April 23, 2019
Trauma and PTSD presentation to CSOC trainees	
<u>Colorado Community College System Readiness Committee</u>	Feb. 21, 2019
Violent extremism and threat assessment presentation to law enforcement at community colleges across Colorado	
<u>Anti-Defamation League</u>	Feb. 11, 2019
Presentation of the Colorado Resilience Collaborative at the Colorado office	
<u>Federal Bureau of Investigations, Colorado</u>	Feb. 6, 2019
Presentation of CVE interventions and ethical information-sharing practices with local case examples at the first Law Enforcement-Mental Health Collaborative.	
<u>Aurora Central High School</u>	Jan. 25, 2019
Trauma presentation to staff and teachers in preparation for Challenge Days, an all-day diversity event for high school students.	

University of Denver PsyD Seminar Jan. 16 & 23, Feb. 6, 2019
Guest Seminar Leader for a doctoral seminar for first year PsyD students

International Disaster Psychology program, University of Denver
Guest Lecturer invited by Dr. Gwen Mitchell to speak to Master's degree students about Cognitive Behavioral Therapy for the Theories course. Jan 31, 2019
Jan. 26, 2018
Jan. 26, 2017

Doctorate in Psychology (PsyD) program, University of Denver November 1, 2017
Guest Speaker invited by Dr. Laura Meyer to present for her 1-hour class to doctoral students about the doctoral paper process for the Doctoral Paper Development course.

Forensic Psychology program, University of Denver October 30, 2017
Guest Speaker co-presenting with Dr. John Nicoletti to Master's degree students in Dr. Lynett Henderson-Metzger's Assessment and Interviewing course.

Doctorate in Psychology (PsyD) program, University of Denver August 8, 2017
Guest Speaker invited by Dr. Terri Davis to present to doctoral students about student leadership in psychology for the Professional Issues course.

University of Denver Research and Performance Summit April 7, 2017
Panelist invited to present doctoral paper research regarding the application of Stigma Theory to Domestic Sex Trafficking and Prostitution to improve professional interventions with these populations.

University of Denver, Graduate School of Professional Psychology Sept 2016- Dec 2016
Graduate Teaching Assistant under Dr. John McNeill for Behavior Analytic Principles I, the first course of the year-long Behaviorism sequence that focuses on the philosophy of science underlying Relational Frame Theory and acceptance-based treatment models such as Acceptance and Commitment Therapy.

INTERNATIONAL RELATIONS

Pakistan March 2020
At the request of the U.S. Department of State, provided a presentation about P/CVE programming and approaches to Pakistani academics and officials. Provided psychoeducational material, lessons learned in Colorado, and closing remarks after the Panel presentation.

Sweden

December 2019

Building on collaborative work with Harvard, provided a presentation to partners in Sweden about developing P/CVE programming using the Nominal Group Technique and developing community-driven interventions.

Trinidad and Tobago

November 2019

At the request of the U.S. Department of State, served as a consultant and provided presentations about P/CVE initiatives and giving feedback about existing efforts to a variety of audiences including law enforcement, religious leaders, direct service providers, and government departments including the President of Trinidad and his Cabinet.

Sri Lanka and the Maldives

October 2019

At the request of the U.S. Department of State, served as a consultant and provided presentations about P/CVE initiatives and giving feedback about existing efforts to a variety of audiences including military, NCTC, religious leaders, direct service providers, and government departments.

Italy: Harvard/NATO Workshop

June 3-6, 2019

Presentation of the Colorado Resilience Collaborative and the Colorado model for addressing violent extremism and targeted violence. Discussing best practices in community-level prevention and intervention services in North America and Europe. Sharing the development of CVE programming in various countries, and the use of research techniques. Learning about the use of the Nominal Group Technique to build consensus around complicated issues such as violent extremism.

Canada

March 19-24, 2019

Assistance in the development of Canadian violent extremism prevention efforts, including consultation and feedback around the creation of national standards and guidelines.

SELECT MEDIA

<https://www.kunc.org/show/kuncs-colorado-edition/2021-01-13/colorado-edition-living-with-uncertainty>

[New Colorado congresswoman has history of associating with militias | 9news.com](#)

<https://www.9news.com/embeds/video/73-93c9bb27-d729-421c-910b-35de7ba549ea/iframe?jwsourc=cl>

["It was traumatizing:" Teen feared shooting was happening at Skate City Aurora \(thedenverchannel.com\)](#)

["Aggressive" rise of Colorado's extremist militia groups follows long history in state \(denverpost.com\)](#)

[How to Recognize—and Engage With—an Extremist in the Making - 5280](#)

[Experts work across Colorado to counter the spread of extremism | 9news.com](#)

RESEARCH AND PUBLICATIONS

Colorado State Brief

Feb. 2020

Recommendations for the State of Colorado regarding the prevention and disruption of violent extremism and targeted violence. The report utilized data from the Colorado Preventing Targeted Violence Summit and the results of the Nominal Group Technique summarized by Harvard's T.H. Chan School of Public Health. It provides recommendations for P/CVE primary, secondary, and tertiary prevention initiatives.

Doctoral Paper

Nov. 2017

Domestic Sex Trafficking and Prostitution: Implications of Stigmatization

Relationship Rx, University of Tennessee, Knoxville, TN

June-Nov 2013

Qualtrics data entry, consultation, and community relations for the Relationship Rx program, a strength-based brief intervention for couples. Funded by a federal grant to the University of Tennessee Clinical Psychology PhD program.

COMMUNITY ADVOCACY AND CONSULTATION

McCain Institute

May 2020-Current

Steering Committee member for the McCain Institute at Arizona State University to develop national standards for targeted violence prevention, advocate for funding and legislation to support U.S.-based efforts, provide frequent training opportunities for professionals, and develop a network of targeted violence practitioners.

Joint Counterterrorism Assessment Team (JCAT)

March 2020

Provided expert consultation for the creation of the First Responders Toolkit: Threat Management Involving Mental Health to identify key methods and considerations for threat management personnel to detect, intervene, and off-ramp those susceptible to radicalizing or mobilizing to violence.

Anti-Defamation League/Hate Free Colorado

May 2018- Current

Interdisciplinary initiative developed by the ADL to address bias-motivated incidents, hate crimes, and similar forms of targeted violence. Key members include the U.S. Attorney's Office, the NAACP, Aurora Police Department, Denver Police Department, Matthew Shepard Foundation, The Center (GLBTQIA+), Colorado Sikh Foundation, and Interfaith Alliance.

Colorado Preventing Targeted Violence (CO-PTV) May 2018-current
Strategic planning and implementation of PTV efforts that span Colorado. Key members include the Department of Homeland Security, the Colorado Information Analysis Center, the Aurora Police Department's Crisis Intervention Team, the Colorado Resilience Collaborative, and Dr. Nielsen.

Never Alone Parenting Program, Knoxville, TN Feb-Nov 2013
Advisor for an innovative pilot program of the Department of Children's Services to provide wrap-around support for teen mothers in foster care who were aging out of the state system.

Moms on Meds, Sevierville, TN Dec 2012-Nov 2013
Service on a drug task force in Sevier County to address opiate addiction in pregnant women and babies born in opiate withdrawal. Coordination with hospitals, community members, law enforcement, courts, support groups, Department of Children's Services, and mental health organizations. Comprehensive needs assessment and community response planning.

East Tennessee Safe Sleep Initiative Mar 2012-Nov 2013
Review of SIDS death rates and advocacy for safe sleep measures in East Tennessee. Collaboration with home-based services, Children's Hospital, and University of Tennessee Medical Center.

Knox Area Home Visitation Coalition, Knoxville, TN Jan 2009-Nov 2013
Founder and manager of a regional coalition to unite and promote home-based prevention and early intervention services for children across East Tennessee. Organization of the annual Family Learn & Play Day.

Dept. of Children's Services, Community Advisory Board, Knox TN Mar 2009-Nov 2013
Co-chair in 2011 and 2012. Community member and advisor for remaining time period.

Head Start, Health and Education Advisory Committee, Knoxville, TN May 2009-Nov 2013
Quarterly meetings to review progress and objectives at local Head Start centers.

Latino Task Force, Knoxville, TN June 2009-Nov 2013
Ongoing service and community relations. Created and organized a free professional community training, "Working Effectively with Hispanic and Immigrant Children." Conducted on Sept. 11, 2011 with the East Tennessee Commission on Children and Youth, and Centro Hispano de East Tennessee. Provided CEU's for Social Workers.

East Tennessee Commission on Children and Youth

March 2009-Nov 2013

Active member providing support and networking to advocate for local children's issues and promote continuing education and training provided by ETCCY.

A top-performing leader in implementation and cross-systems strategic planning with a record of dynamic achievement. Known for effective collaboration, strategic solutions and consistent results. Seeking an opportunity to drive evidence-based systems solutions that improve the outcomes for Coloradans.

Areas of strength

Leadership	10 years experience -- Ability to adapt leadership style to individual and program needs. Performance management, team and program development, partnership building, committee leadership, project management, and execution of large initiatives. Trained in Colorado Lean model.
Implementation	10 years experience -- Mission, vision, value setting, strategic planning, communication plans, stakeholder buy-in, capacity building and progress monitoring. Versed in NIRN and Colorado Change Management models.
Training & Coaching	13 years experience -- Expertise in adult learning design and facilitation. Distance, computer-based and in-person contexts including e-learning and virtual instructor lead (VILT), self-directed, individual and group learning. Competent in COVE, Motivational Interviewing and Fierce coaching models.

Experience

Evidence-Based Practice Implementation for Capacity (EPIC) Resource Center, Lakewood CO

Implementation Specialist 2019-present
Consulting role for agencies developing models or implementing Evidence-Based Practices. Includes strategic planning, organizational assessments, training, technical assistance, coaching, project management, change management, and evaluation. Current clients: Colorado Community Response, Mental Health in the Justice System Task-force, Colorado Preventing Targeted Violence, and Early Childhood Mental Health Consultation.

Key Contributions:

- Colorado Preventing Targeted Violence - model development: strategic plan, logic model, theory of change, project plan, values and program description. Result is completion of model design and readiness for process evaluation.
- Taskforce Housing Subcommittee - technical assistance: increased member engagement, sub-committee recommendations, organization infrastructure and onboarding. Results include HB-20-1035 draft and recommendations taken up by the Governor's Behavioral Health Task Force.
- Colorado Community Response (CCR) - model development: Planning, facilitation and presentations for a two-day grantee evaluation launch; design and installation of onboarding process; identification of core elements, core model training design, staff development infrastructure via regional hubs and Salesforce Chatter. Results provided standardization of the model toward fidelity components in service of moving CCR from promising toward an evidence-based model.
- Key leader in development of the implementation model for EPIC.
- Training, coaching and curriculum development: Assessing agency Readiness, Motivational Interviewing, Being Trauma Informed VILT to address COVID-19 and racial injustice topics.

Partners for Children's Mental Health, University of Colorado, Children's Hospital, Aurora CO

Training Director/Senior Instructor

2017-2019

Key leader in establishing Colorado Center of Excellence for Children's Mental Health. A training, technical assistance, implementation, policy and partnership entity. Strategic planning, project management and partnership development for statewide training and evaluation projects:

Key Contributions:

- Roadmap to Children's Behavioral Health statewide strategic planning process. Recommendations incorporated into HB-195 and taken up by Governor's Behavioral Health Task Force.
- Co-design and project planning of Colorado Service Array Assessment.
- \$2.8 million grant award from the State Attorney General's Office.
- Strengthening Colorado Families and Communities Conference: Unveiling Colorado's Framework for Addressing Child and Family Trauma Across the Child, Youth, and Family-Serving Systems.

Thresholds, Chicago IL**Director Workforce Development**

2014-2017

Leadership of the Workforce Development department to include all aspects of budgeting, planning, and development of over 1400 associates in a growing multi-site organization. Performance management of department staff. Assessment and development of yearly training solutions and agency initiatives in collaboration with executive leadership and agency departments. Implementation of two evidence-based practices (Motivational Interviewing and Individualized Dual Disorder Treatment.) Leadership of cross-functional teams and committees to lead business change initiatives.

Key Contributions:

- Development, installation and management of Thresholds leadership program.
- Individual and team coaching to include: case consultation, crisis debriefing, and team building.
- Project management: team best practices evaluation, risk assessment and team leader development.
- Training and curriculum design (both online and classroom) to support all aspects of case management services: Crisis Assessment and Hospitalization, Individualized Dual Diagnosis Treatment, Motivational Interviewing, Safe Clinical Practice, Self-care, Team Health, and Trauma Informed Care.
- Oversight of several agency-wide initiatives requiring design, sponsorship, and implementation:
 - Onboarding
 - Safe practices initiative
 - Learning management system transition
 - Service excellence standards
- Oversight and continuous quality improvement of 5-day classroom and e-learning staff orientation.
- Chairing and or participation in a variety of committees and cross-functional work groups such as Trauma Informed Steering Committee, Cultural Humility, LGBTQ Alliance and Safety.
- Rookie of the Year and Team of the Year awards (2014-2015).

Thresholds, Chicago IL**Senior Clinical Team Leader**

2013-2014

Internal consultant responsible for building new teams, implementation of special projects, and execution of solutions for existing teams. Responsibilities included program design & leadership, selection and onboarding, performance management, stakeholder collaboration, training, clinical supervision, marketing and communication.

Key Contributions:

- Performance improvement of crisis assessment team, securing agency contract with Cook County Hospital.
- Key leader in establishing Illinois' first transition age youth program 'Emerging Adults'.
- Implementation planning of SMHRF (Institute of Mental Disease diversion) program.

Thresholds, Chicago IL

Assertive Community Treatment (ACT) Specialist

2012- 2013

Delivered client-centered, intensive community support services to high service level needs members including outreach, counseling, case management, assessment and treatment planning.

Westside Community Services, San Francisco, CA

2010-2012

Vocational Specialist

Provision of vocational and counseling services to high service level need clients, including hiring, training, job coaching, facilitation of treatment groups and individual counseling.

Key Contributions:

- Assessment, re-design and leadership of vocational training program which resulted in an increased number of persons served, quality improvement, as well as expansion of community partners and referrals.

Additional Experience

Momentum for Mental Health/Personal Services Coordinator

Mental Health Center of Denver/ Vocational Counselor II & Administrative Assistant

B&H Consulting/Recovery Services Coordinator

Axiom Resource Management/Technical Assistant and Executive Assistant

Education

California Institute of Integral Studies/Masters in Counseling

Denver Metropolitan State University/Bachelors in Science, Mental Health Recovery

Appendix C
Documentation of Commitment/Support



Aurora Police Department



City of Aurora

Special Operations Bureau
13347 E Montview Blvd
Aurora, Colorado 80045
303.739.1800

Worth Discovering • AuroraGov.org

RE: Targeted Violence Prevention Grant Program
FY 2021 Competitive Grant Announcement
DHS-21-TTP-132-00-01

To whom it may concern:

The Aurora Police Department's Crisis Response Team (CRT) has existed since 2018 as the Agency's bridge between the police department, community mental health, service providers from intersecting fields, and the citizens of Aurora. CRT's Targeted Violence Prevention Program (TVP) has existed since 2020. During this time, CRT and the TVP program have relied on robust partnerships with a diverse array of stakeholders in the Denver Metro area. These relationships have been particularly fruitful during complex cases. Providing appropriate services to clients has necessitated CRT to step out of the more traditional mental health resources it usually relies upon. One of the strongest of these relationships has been the relationship between CRT and Nicoletti-Flater Associates (NFA).

Dr. John Nicoletti and other members of the NFA team have frequently provided subject matter expertise aiding CRT members in conducting threat assessments and developing effective countermeasures. NFA staff have mentored CRT's clinicians and officers, ensuring that CRT's practices align with national and international best practices. NFA staff have hosted several trainings for CRT members improving the team capabilities. The relationship between NFA and APD CRT is based on mutual support. When community members and practitioners request support and training, CRT members frequently recommend that NFA's services.

Although CRT has greatly benefited from its relationship with NFA, APD CRT is not the only organization whose work relies on NFA. Several law enforcement agencies, both federal and local, rely on NFA's threat assessment and threat management expertise. Furthermore, in partnership with the Colorado Resilience Collaborative and the Deangelis Center, the organization has bolstered community responses to targeted violence and improved school safety. NFA's work with mental health professionals has assisted in ensuring that service providers better understand how to respond to threats of violence and navigate information sharing concerning HIPPA and FERPA. NFA serves as a Colorado bastion of expertise, and the organization willingly shares it to build community resiliency, ensure public safety while dismantling silos, and facilitate cross-discipline partnerships.

Sincerely,

Mark Hildebrand
Special Operations Bureau Commander

(b)(6)

X Mark Hildebrand (May 21, 2021 12:49 MDT)

Date: 05/21/2021



May 21st , 2021

Department of Homeland Security

RE: Targeted Violence Prevention Program

To Whom It May Concern,

The Aspen Police Department supports Nicoletti-Flater Associates to receive grant funds for The Targeted Violence Prevention Program. The Aspen Police Department has worked with Dr. Nicoletti very closely since 2017. We originally reached out to Dr. Nicoletti to give us a Risk Assessment, regarding a local citizen we had concerns with.

That same year, in 2017, Dr. Nicoletti and his staff came to the City of Aspen and provided an Active Hurter Presentation and a Threat Assessment Training. The Active Hurter Presentation was presented to Aspen Community Leadership, which included city staff, as well as business owners and managers to local businesses. This was well attended and very well received amongst all attendees.

The Threat Assessment Training was geared more for The Aspen Police Department and other local law enforcement agencies. The feedback from officers who attended this training was that the training provided them with the tools, allowing staff to do a better job in identifying behaviors to do a risk assessment helping staff determine how certain calls and individuals should be handled.

Dr. Nicoletti came back to Aspen in 2019, where he presented the Active Hurter Training to city staff, government officials and law enforcement personnel. Dr. Nicoletti also assisted the Aspen Police Department in writing a Rules of Engagement document for the local citizen mentioned above.

The Aspen Police Department has found Dr. Nicoletti's expertise and knowledge on the topic of risk assessment to be an outstanding resource for our agency and our community. Dr. Nicoletti's trainings, presentations and recommendations have been extremely valuable throughout the years to our agency.

Sincerely,

(b)(6)

Linda Consuegra | Assistant Chief
Aspen Police Department | 540 E Main St. Ste 102| Aspen, Colorado 81611
Main (970) 920-5400 (b)(6)



METROPOLITAN
STATE UNIVERSITY
OF DENVER

Dean Of Students Office
Campus Box 74 P.O.Box 173362
Denver, CO 80217-3362
303-615-0220 Phone

303-556-3896 Fax
msudenver.edu/deanofstudents

To whom it may concern,

The Dean of Students Office at Metropolitan State University of Denver has been working in consultation with Nicoletti-Flater Associates for nearly ten years. The partnership with Dr. John Nicoletti has proven invaluable to our organization, particularly as we have worked to prevent threats to the campus community. The Dean of Students Office is responsible for several key services at the institution, including the CARE Team, Student Conduct Process, Conflict Resolution Services, and Case Management for our 22,000 students. Over the years, our staff has relied upon Nicolett-Flater Associates for professional guidance in several student cases. These cases have involved concerns for targeted violence, interpersonal violence (including stalking), and threats to classroom and workplace safety. In addition to case consultation, we have been fortunate to rely on Nicoletti-Flater Associates regarding our forensic violence-risk assessment needs. These assessments provide our office with specialized insight as we carry out some of the most difficult decisions regarding campus safety. Dr. Nicoletti has also aided the institution in court matters, by serving as an expert witness in legal hearings and advising on issues of community safety. Our office is fortunate to be able to trust Nicoletti-Flater Associates with some of our most complex and concerning student cases.

To learn more about this valuable partnership or if you have any questions regarding this letter, you are welcome to contact our office at 303-615-0220. I am also reachable via email at (b)(6)

Best,

Kelli Frank, M. S.
Dean of Students Office
MSU Denver – Denver, CO



POLICE DEPARTMENT - PATROL
FACSIMILE: 720-898-6810 ▲ TDD: 303-424-9379
PHONE: 720-898-6800

May 24, 2021

RE: Targeted Violence Prevention Grant Program
FY 2021 Competitive Grant Announcement
DHS-21-TTP-132-00-01

To Whom It May Concern:

Please consider this letter of support from the Arvada Police Department for Nicoletti-Flater Associates (NFA) in the Targeted Violence Prevention Grant application. The Arvada Police Department has had a long standing relationship with NFA and uses their expertise in a variety of ways, from pre-hire evaluations of our personnel, peer support guidance, mental health assessments utilized by our Co-Responder Unit and during many different types of criminal investigations. Lately we have seen a need to rely on their expertise in threat assessments even more. Members of NFA, including Dr. John Nicoletti, have frequently provided subject matter expertise in assisting with threat assessments and, as importantly, in developing effective countermeasures on these cases. It is not uncommon to have multiple entities in the room from local, state and federal law enforcement agencies collaborating with NFA on rapidly evolving situations.

In partnership with the Colorado Resilience Collaborative and the Frank DeAngelis Center for Community Safety, NFA has bolstered community responses to targeted violence and improved school safety, not just locally but across the country. Their expertise has assisted mental health professionals as well in dealing with these complex cases allowing for the opportunity of a successful outcome.

The Arvada Police Department is proud to have worked collaboratively with NFA in building community resiliency and ensuring public safety. APD is honored to provide this letter of support for this important endeavor.

Sincerely,

(b)(6)

AJ DeAndrea
Deputy Chief of Police
Arvada Police Department

Appendix D

References

- Bollinger, C., Flintoft, R., Nicoletti, J., Spencer-Thomas, S., & Dvoskina, M. (2018). *Violence Goes to College: The Authoritative Guide to Prevention, Intervention, and Response*. Charles C Thomas Publisher.
- Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists. Retrieved from http://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/Framework_for_Safe_and_Successful_School_Environments.pdf
- Meloy, J., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral sciences & the law*, 30(3), 256-279.
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- Federal Bureau of Investigation (2019). Lone Offender Terrorism Report. Retrieved from <https://www.fbi.gov/file-repository/lone-offender-terrorism-report-111319.pdf/view>, on December 1st, 2019.
- Reeves, M, A., Kanan, L., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional's guide to integrating physical and psychological safety – prevention through recovery. New York: Routledge.

Title:

Stairway to Violence Prevention:
Utilizing the Detector and Disruptor Model

Submission date: May 25th, 2021

Funding opportunity number: DHS-21-TTP-132-00-01

Primary Applicant: The DeAngelis Center for Community Safety

Primary Location: Jefferson County, Colorado with activities to be focused throughout Colorado

Application Track: Promising Practices

Project Type: Multiple Projects

Amount of Funds Requested: \$565,600

Contact:

(b)(6)

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Project Abstract

Violence prevention begins with the ability to properly detect and disrupt individuals on the pathway to violence. The Frank DeAngelis Center for Community Safety, a nonprofit organization focused on targeted violence prevention, preparedness, response and recovery training and Nicoletti Flater Associates, police and public safety psychologists who have specialized in threat assessment and management for over 40 years, have often partnered to bring violence prevention training and consultation to the state of Colorado. In formalizing our process we believe we can contribute to meeting all six of the objectives outlined by the Department of Homeland Security (DHS) including: 1. Raising awareness of radicalization to violence, 2. Raising awareness of the risk factors for – and the protective factors against - radicalization to violence, 3. Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence, 4. Ensuring members of the local community have the ability to act on their awareness training by knowing how to contact – and understanding the role of – threat assessment and management teams, 5. Ensuring members of the local community are trained on developing multi-disciplinary threat assessment and management teams, and 6. Educating the local community on a variety of resources that address risk factors and threat management approaches. By providing training and consultation to professionals and community members who serve as the most likely Detectors and Disruptors, we believe we have a high likelihood of meeting our objectives and ultimately reducing the likelihood of targeted attacks.

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***Body of proposal is a total of ten pages.**

1. Needs Assessment

Everyone shares in the responsibility for reducing the risk of violence. Yet, individuals often struggle in knowing their role and how instrumental they may be in thwarting an attack. They may be fearful of reporting concerning behavior, determine unilaterally that a concerning behavior is “not so bad,” or may not have or know that there is an organizational structure in place in addressing threats. On an organizational level, (whether a school, institution of higher learning, or a business) these entities often do not start thinking about violence prevention until the aftermath of an incident. While this is changing more and more, entities often struggle with knowing where to begin in their violence prevention efforts.

Even for those of us who study violence, measuring risk has always been a difficult task. Violence risk varies based on individual risk and protective factors and can be modified based on intervention (Bollinger, Flintoft, Nicoletti, Spencer-Thomas, & Dvoskina, 2018).¹ If an individual attends therapy, for example, we hope they may be steered away from a path of violence. However, this dynamic quality of risk also means our ability to measure the sensitivity (the ability to correctly identify true positives) of the intervention or assessment can never be truly calculated. In addition, lower base rates of targeted violence, by definition, make it statistically unlikely that we will come across a “true positive” (Meloy, Hoffman, Guldemann, & James, 2012).² Given all of these factors, we can never fully “predict” violence. Nonetheless, great strides in prevention can be made by focusing efforts on education around intervening when warning behaviors are present.

Research in the area of targeted violence (such as mass casualty events, targeted violence and lone terrorist actors) has found that attackers broadcast their intentions in advance. A common misconception is that these shooters “just snap.” This erroneous line of thinking suggests there are no prior indicators that may alert us and there is no foreseeable way of preventing a targeted attack. On the contrary, research has consistently shown that shooters researched, planned, and prepared over weeks and months before perpetrating their crimes (Meloy, 2014).³ In addition, most attackers engaged in some behavior prior to the incident that caused others concern or indicated a threat. For example, a 2019 Federal Bureau of Investigation (FBI) report found “in 100% of cases, concern was noted by someone about the attacker” and that “leakage/ broadcasts were evident in 90% of cases, through writing or videos” (p. 39).⁴ In this study, 40% of attackers also reported suicidal ideation. The majority of threats made by attackers also tend to be veiled threats (Bollinger, 2018). The finding that these attackers make their intentions known in advance has been consistently replicated in other studies (Silver, Horgan, & Gill, 2018). We suggest that identifying and addressing verbal and written threats is a key variable in violence prevention. In other words, “warning behaviors can only constitute warnings if the behaviors are detected, and implicit in the description of these behaviors is the need for adequate intelligence gathering” (Meloy, 2012, p. 274).⁵

¹ Bollinger, C., Flintoft, R., Nicoletti, J., Spencer-Thomas, S., & Dvoskina, M. (2018). *Violence Goes to College: The Authoritative Guide to Prevention, Intervention, and Response*. Charles C Thomas Publisher, Ltd. 2600 South First Street, Springfield, IL 62704.

² Meloy, J.R., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral sciences & the law*, 30(3), 256-279.

³ Meloy, J. R. (2014). The seven myths of mass murder. *Violence and Gender*, 1(3), 102-104.

⁴ Federal Bureau of Investigation (2019). Lone Offender: A Study of Lone Offender Terrorism in the United States (1972 - 2015). Retrieved from <https://www.fbi.gov/file-repository/lone-offender-terrorism-report-111319.pdf/view>, on December 1st, 2019.

⁵ Meloy, J.R., Hoffmann, J., Guldemann, A., & James, D. (2012). The role of warning behaviors in threat assessment: An exploration and suggested typology. *Behavioral sciences & the law*, 30(3), 256-279.

The target population of this proposal are those individuals who are best suited to observe concerning behaviors when they first arise (the detectors) as well as those that are in the best positions to intervene (the disruptors). Detectors and disruptors include mental health professionals, students in the school or university settings, school administrative professionals and faculty, business entities, community faith leaders and law enforcement to include parole and probation officers. Research indicates that detectors have difficulty identifying concerning behaviors, knowing when to report them and who to report to. For example, a pilot study was conducted by Nicoletti-Flater Associates to assess clinicians' ability to detect and distinguish between veiled and direct homicidal and suicidal threats. Forty-three individuals from multiple backgrounds including psychiatry, psychology and social work participated in the study. Participants were presented with six case vignettes of four different threat types (direct suicidal, direct homicidal, indirect suicidal, and indirect homicidal) and two vignettes with no threat. In each case, participants were asked if they detected a threat, the type of threat (veiled, direct, unknown, or none), their confidence level in their response, and their subsequent steps. Across all four threat scenarios, only about half of the participants were able to detect a threat being made. Only about a quarter correctly identified whether the threat was veiled or direct. Participants were nearly 100 percent accurate in identifying when no threat was present. Overall, participants were significantly more likely to be accurate on the no threat condition as opposed to the threat conditions. This finding indicates more training in threat detection and identification is necessary. Furthermore, participants correctly identified direct threats 70 percent of the time versus only identifying veiled threats 24 percent of the time. Since it is most likely that participants will be faced with veiled threats in "real-life" scenarios, it is important that they are able to detect veiled threats. When looking at the interactions between all of the variables, it appears that the participants were poor at identifying specific threat types. Overall these results are suggestive of a lack of training in the areas of threat detection and identification.

Additionally, this study showed that in the cases of direct threats, whether suicidal or homicidal, only 28 percent reported that they would take more serious steps such as placing the individual on a hold, reporting to the police, or warning the intended victim or entity. This is one of the more concerning findings as it suggests that even when faced with direct threats against self or others, clinicians are reluctant to take serious measures. In the homicidal threat condition, participants were more likely to take more serious steps if they had also correctly identified the threat. This may also be an area for additional training for clinicians. If a threat is not detected or misidentified this is a lost opportunity for intervention with a potentially violent person. This is especially relevant as most threats made by homicidal and suicidal individuals are couched as veiled threats. If the clinician fails to detect the threat made, they may fail to act. The average training level on threat assessment reported by participants was less than one hour. This self report and the overall findings suggest that more education and training is needed for clinicians in the areas of detecting, identifying and responding to threatening statements.

While this pilot study only focused on mental health professionals we believe the findings likely generalize to those that are generally in detector positions. Other anecdotal evidence suggests that law enforcement, school administrators, institutions of higher learning and business are also aware of these gaps and are therefore focusing on trying to develop threat management programming. For example, NFA has been working with the Aurora Police Department to create just such programming to better help law enforcement recognize potential individuals on the pathway to violence, specifically those at risk for radicalization and mobilization (RAM).

Given the rise of homegrown radicalization extremism in the United States, detecting and countering individuals on the RAM pathway is a crucial role of law enforcement agencies. However, oftentimes law enforcement personnel lack a basic framework for identifying behaviors that indicate radicalization and mobilization, which can hamper effective assessment and intervention. At the request of the Aurora Police Department, NFA developed a program to better guide law enforcement personnel in assessing RAM behaviors in individuals. This tool integrates traditional threat assessment techniques developed at NFA with existing research from federal and private organizations to create a structured protocol that can help law enforcement make decisions on when and how to disrupt individuals that may be exhibiting RAM behaviors. This tool will not only streamline the process but will also help save time and resources at a time when many law enforcement agencies are stretched thin.

Other resources do exist for the members of the Colorado community to help identify and disrupt threats. The Colorado Resilience Collaborative (CRC) was founded in 2017 to examine the issue of identity-based violence in Colorado. The project received a DHS grant in 2020 to increase the delivery of an enhanced Community Awareness Briefing known as the “101 training,” and consultation opportunities for professionals handling cases that may involve bias-motivated behavior as a form of possible targeted violence. The CRC is developing an online resource library to promote sustainable training and technical assistance materials for the prevention of targeted violence. Colorado further benefits from other school safety and threat assessment processes, such as Safe-2-Tell, established law enforcement/mental health co-responder units, campus safety teams, ATAP, FBI’s Denver office, the CELL, Anti-Defamation League’s Colorado Coalition Against Hate, and the CO-PTV group (DHS, CRC, Aurora Police Department, Colorado Department of Public Safety, and EPIC).

The current proposal goes beyond the CRC’s current programming and consultation services. The DeAngelis Center and NFA will provide complementary, advanced training in threat assessment and management of persons of concern who are exhibiting threatening behaviors indicative of possible mobilization. This will complete the spectrum of primary, secondary, and tertiary prevention structures in Colorado, consistent with state-level planning efforts by the Colorado Department of Public Safety. While our basic level training will be comparable to the CRC’s “101” and “201” we believe it is important that individuals have a variety of resources to choose from. In other words, there is no such thing as “too much” awareness training. In contrast CRC has stated that they are not equipped to deal with higher risk individuals or those that are already mobilizing.

The current proposal addresses this gap and provides a natural continuum of services involving more advanced training, consultation, and threat management of higher risk cases. A successful threat assessment process requires a framework that can train and guide individuals, organizations, and communities in awareness, detection, assessment, and reporting of potential threats (Cowan et al., 2013, Reeves et al., 2010).⁶⁷ We believe our model and team can help create this type of infrastructure and work to train over 300 detectors and disruptors over the course of two years.

⁶ Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists. Retrieved from www.nasponline.org/Documents/Research%20and%20Policy/Advocacy.%20resources/Framework_for_Safe_and_Successful_School_Environments.pdf

⁷ Reeves, M. A., Kanan, L., & Plog, A. E. (2010). Comprehensive planning for safe learning environments: A school professional’s guide to integrating physical and psychological safety – prevention through recovery. New York: Routledge.

2. Program Design

Problem statement:

Gaps appear to exist in two areas: awareness of warning behaviors and underdeveloped or nonexistent threat management protocols. We propose that these gaps may be addressed by training, building partnerships, and providing consultation. In preventing and disrupting workplace violence, agencies must train three levels of individuals. The levels of responsibility are the following; Detectors, Detectors and Disruptors, and Disruptors only. This designation varies by the entity. For example in a school setting, detectors may be the students and teachers, while disruptors may be teachers, administrators and the threat assessment team. In a company, the frontline employees and the boots on the ground are the Detectors. The supervisors and managers are both Detectors and Disruptors. The Threat Assessment Teams (TAT) are the Disruptors. Training options will also be provided to assist agencies in developing threat assessment teams and threat management protocols. Additionally, we plan to provide timely Indirect and Direct Threat Assessment and Threat Management consultation regarding behaviors of concern.

Program Goals and Objectives:

Vision: We believe our programming will address all six areas outlined by the DHS, including: 1. Raising awareness of radicalization to violence, 2. Raising awareness of the risk factors for – and the protective factors against - radicalization to violence, 3. Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence, 4. Ensuring members of the local community have the ability to act on their awareness training by knowing how to contact – and understanding the role of – threat assessment and management teams, 5. Ensuring members of the local community are trained on developing multi-disciplinary threat assessment and management teams, and 6. Educating the local community on a variety of resources that address risk factors and threat management approaches.

SMART Goals: The below chart is provided to help outline big picture goals and objectives. Please see the logic model (page 9) and the implementation plan (Appendix A) for a more detailed overview of how these objectives will be implemented and measured over time.

Objective	Task	Deliverable	Methodology
Raising awareness of radicalization to violence	Identify key professionals who serve as Detectors and Disruptors in the community	Populations identified in the needs assessment will be targeted	Grant funding will allow for offering free easily accessible training. Training will be available in live and online format to increase accessibility. Continuing education credits, Peace Officer Credits will be offered when possible. Training is adaptable to fit into

			existing mandated training for professionals.
<p>Raising awareness of the risk factors for – and the protective factors against - radicalization to violence</p> <p>&</p> <p>Ensuring members of the local community have the ability to act on their awareness training by knowing who to contact – and understanding the role of and recommendations for establishing– threat assessment and management teams</p>	<p>Train three levels of individuals: Detectors, Detectors and Disruptors, and Disruptors only.</p>	<p>Level 1 training: level 1 training is a 4-hour course that teaches participants on: Warning behaviors, radicalization behaviors, pathways to violence, identification of concerning behaviors and prevention strategies. Reporting procedures and resources to contact are built into every training.</p> <p>Level 2 training: is a 4-hour training that goes into more advanced knowledge of violence related factors described in Level 1. Reporting procedures and resources to contact are built into every training.</p>	<p>Training will be made available as on site, in person at the De-Angelis Center and via tele-platforms, allowing easier access to professionals across Colorado including rural areas.</p>
<p>Ensuring members of the local community engage the broadest set of local stakeholders that sustain trusted partnerships and increased communications addressing radicalization to violence</p>	<p>Facilitate communication within and between agencies and TAT teams</p>	<p>All training levels are developed with multidisciplinary collaboration in mind, in addition to educating participants on available resources.</p>	<p>Training format will incorporate detectors and disruptors from mixed groups (i.e. mental health professionals, school administrators, law enforcement professionals, faith leaders) with facilitated group discussions.</p>
<p>Ensuing members of the local community are trained on developing multi-disciplinary threat assessment and management teams</p>	<p>Train Disruptors only (optional for Detectors)</p>	<p>Level 3 training is a 4-hour course on developing a threat assessment team, including composition, vortex implementation and case management.</p> <p>Level 4 training: is a 4 hour scenario-based training which includes table top exercise and role plays. This training helps already established TAT's in finding gaps and improving their process.</p>	<p>Level 4 and 5 training are most suitable for in person practice. Training will be made available on site, in person at the De-Angelis Center.</p>

Educating the local community on a variety of resources that address risk factors and threat management approaches.	Provide Consultation and Threat Assessment	Timely Indirect and Direct Threat Assessment and Threat Management consultation regarding behaviors of concern either generated by an Insider or an Outsider.	The services are to be provided either on-site, phone or teleconference. A 24/7 outreach line is already set up for this purpose.
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Logic Model

Resources	Activities	Outputs	Short- & Long-Term Outcomes	Impact
<p>Data on high need regions</p> <p>Survey monkey subscription</p> <p>Spreadsheet / database software</p> <p>Credentialed staff to obtain approval</p> <p>People with capacity and expertise in adult learning, curriculum / education materials design, evaluation, implementation, and preventing targeted violence.</p> <p>Technology capable of hosting online content</p>	<p>Identify target audiences based on high need regions of Colorado</p> <p>Develop brief surveys to understand specific learning and accessibility needs of potential participants</p> <p>Identify and implement strategies to make awareness building activities accessible and relevant (e.g. CEU's and on-site training)</p> <p>Develop and disseminate awareness building education materials and links to resources</p> <p>Develop and disseminate accessible training options (e.g. online modules, video clips, and webinars) based on intended outcomes of awareness / capacity building</p> <p>Develop and disseminate skill building training to build community capacity via VILT or in-person (format based on accessibility data.)</p> <p>Develop pre and post survey to evaluate learning gains in relation to intended outcomes.</p>	<p>Outreach list</p> <p>Outreach plan</p> <p>Needs assessment survey (contingent on results)</p> <p>Obtain approval from credentialing bodies for trainings</p> <p>Awareness building materials</p> <p>List of online resources</p> <p>Training presentations</p> <p>Participant and training manual</p> <p>Pre and post survey results and reports</p> <p>300 people trained</p>	<p>Short-term</p> <p>Community members are aware of radicalization to violence</p> <p>Community members are aware of risk and protective factors in relation to radicalization to violence</p> <p>Community members know who to contact when a threat arises</p> <p>Community members know how to report potential threats</p> <p>Community members understand the role of multidisciplinary threat assessment and threat management teams</p> <p>Community members understand how to establish an effective multidisciplinary threat assessment and threat management teams</p>	<p>Coloradans understand what radicalization to violence is.</p> <p>They know the risk factors and regularly report on persons of concern</p>
<p>Reporting mechanism</p> <p>24/7 access to threat assessment / management consultants</p> <p>Privacy compliant tracking tool</p>	<p>Recurring check-ins with community contacts to build relationships that strengthen potential for participants to use consultants as a resource when a potential threat arises.</p> <p>Consultation on threat assessments, threat management, establishing and maintaining multi-disciplinary teams</p> <p>Threat assessment data collection.</p>	<p>Check-ins on recurring schedule (frequency based on community feedback and need)</p> <p>Threat assessment data</p> <p>Risk analysis</p> <p>Threat assessment recommendations</p> <p>Threat Assessment Teams (TAT)</p> <p>Threat Management</p>	<p>Long-term</p> <p>Community members identify potential threats</p> <p>Community members understand their role in mitigating the threat</p> <p>Communities establish Multi-disciplinary threat assessment and management teams</p> <p>Community members are able to manage a threat</p>	<p>Communities have established multi-disciplinary teams that have the capacity (knowledge, skills, resources) to regularly assess person's identified as a potential threat</p>

	Consultation recommendations Post surveys to evaluate TAT process, challenges and progress Post assessment surveys to the TAT	Teams Threat assessment Team analyses and recommendations Post survey data and reports	Community members develop a strategy to support persons in their community Community members access multi-disciplinary teams	
Community resources Staff capacity to perform scanning Community contacts/relationships with local resources	Scan communities engaged in consultation for local resources Where relevant, facilitate connections between TATs and agencies where referrals may be sent Where relevant, provide support to TATs in establishing formal relationships to expedite referrals / intake into programs Where relevant, in partnership with TAT identify resource gaps and problem solve options to address resource needs	Resource list MOUs (if relevant) to protect privacy and or streamline referral / intake process Referrals to agencies	Short-term Community members are aware of the resources within their community that will help address risk factors and reduce the threat of violence	Communities have programs that are accessible and effective at addressing risk factors and increasing protective factors People that are presenting as a potential threat are ultimately diverted from acting and are re-connected, thriving members of their communities Likelihood of targeted attacks is reduced

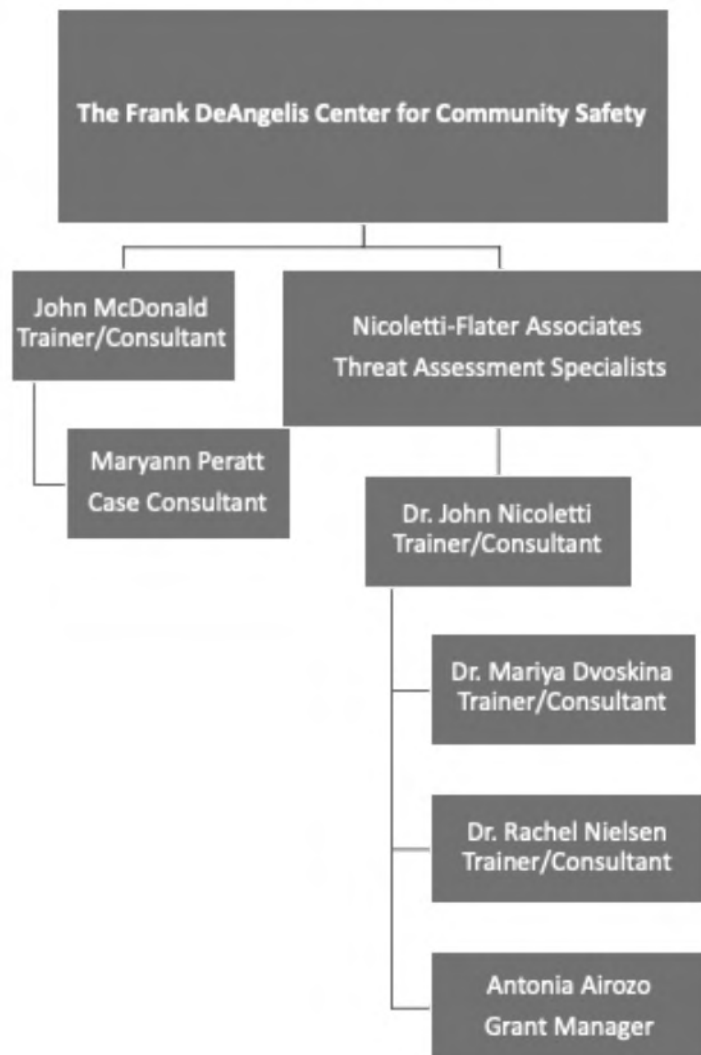
A theory of change: As mentioned in the needs assessment, the awareness and ability to identify warning behaviors is a key factor in the prevention of targeted violence. Along with detection comes proper reporting and awareness of resources and channels to report to. These are all areas that are addressed in the Level 1 and 2 training. Once concerning behaviors are detected, it is important that individuals and threat assessment teams know how to intervene and/or who to reach out to for the behavior to be disrupted. Threat management teams and disruption are the focus of level 3 and 4 training. Level 4 training is designed specifically for well established teams that want to improve or find gaps in their process. Consultation services with our office are a key part of the model. Threat management is a dynamic changing process which requires ongoing training and consultation. We believe that through these steps we have a high likelihood of meeting our objectives and ultimately reducing the likelihood of targeted attacks. The theory of change diagram below describes the steps and how each step maps onto the known pathway to violence models (Calhoun and Weston, Nicoletti-Flater Associates).



3. Organization and Key Personnel

About the Frank DeAngelis Center for Community Safety and Nicoletti Flater Associates: **The Frank DeAngelis Center for Community Safety (FDACCS)** was initially created to support law enforcement and school safety prevention, preparedness, response and recovery training for mass casualty tragedies. As the District of Columbine High School and Deer Creek Middle School, Jeffco Schools know firsthand the importance of preparedness and response to critical events. The Center is a place where law enforcement and school safety officials can have the difficult conversations surrounding the threats that impact our communities, train to understand best practices for threat assessment and management, test tactics, share lessons learned; both failures and successes. It is the opportunity for realistic training in a school environment. The DeAngelis Center for more than 50 years was Martensen elementary school in Wheat Ridge Colorado; a place of education for thousands of students. Renamed the Frank DeAngelis Center for Community Safety for our retired Columbine High School Principal in April of 2017, the DeAngelis Center is still a place of education; the students of today are first responders that include law enforcement and fire departments, school safety and victim advocates. In March of 2019, the DeAngelis Center for Community Safety introduced state of the art video, audio, scent and interactive active shooter simulator technology designed to enhance the realistic training experience. In the past two years, the DeAngelis Center has hosted more than 8,000 first responders from more than 70 local, state and federal agencies. At this time, dates are being booked into 2022. Jeffco Schools provides the Center at no cost to first responder agencies and school safety departments across the state of Colorado as a way of saying thank you for all the support to our school district every day and during our darkest hours. **Nicoletti-Flater Associates (NFA)** has specialized in providing trauma intervention, threat assessment, and police and public safety psychological services since 1975. With a staff of 12 people, we have provided assessment, consultation, intervention, and training services to more than 300 national corporations, government agencies, law enforcement agencies, fire departments, emergency medical agencies, security companies, schools, and religious institutions at the local, national, and international levels including places such as Antarctica. Dr. John Nicoletti is a national expert in police and public safety psychology, violence risk assessment, workplace and school violence prevention/intervention, as well as crisis intervention and trauma recovery. He has co-authored several books related to violence prevention, including: *Violence Goes to Work*, *Violence Goes to School*, and *Violence Goes to College*. In addition, staff members from Nicoletti-Flater Associates have authored and contributed to numerous articles and books focused on psychological issues in policing, assessing the psychological suitability of candidates for public safety positions, development and use of employee assistance programs, violence/risk assessment, stress management, disaster management, and trauma recovery. Nicoletti-Flater Associates staff are among the most highly-trained public safety psychologists in the Country.

Key personnel organizational chart (CVs to be found in Appendix B)



4. Sustainability

By providing training and consultation to professionals and community members who serve as the most likely and effective Detectors and Disruptors, the knowledge they receive can be taken back to their organizations and further developed within their existing roles and processes. Since outreach efforts will extend across Colorado and include rural, less resourced areas, capacity will be built beyond the more populated areas that are more likely to have specialized professionals and services in targeted violence prevention and intervention. Research suggests that sustainable practice is not achieved merely with training. Consultation and outreach will be an important component to ensuring the importance and relevance of this information remains a focus for detectors, disruptors, and the individuals within their community that they interact with. Sustainability will also be ensured via the *train-the-trainer* model and generating local subject matter experts.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	\$500,600
Fringe Benefits	\$0
Travel	\$28,000
Supplies	\$16,000
Contractual	\$15,500
Other	\$5,500
<i>Total Direct Costs</i>	\$565,600
Indirect Costs	\$0
TOTAL PROJECT COSTS	\$565,600

Personnel costs compromise the biggest expenditure. These costs include providing and paying the training staff and the grant manager. Travel cost includes anticipated airfare, car rental, and fuel. Supplies include printing cost, laptop, and projector for training and additional office supplies. The contractual budget includes the cost of renting work space and facility rental. Other includes miscellaneous costs associated with the grant that are not present at the time of the budget. Costs are calculated based on implementation plan, and goals in terms of number of trainings and individuals projected to be trained.

EMW-2021-GR-APP-00143

Application Information

Application Number: EMW-2021-GR-APP-00143

Funding Opportunity Name: Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

Funding Opportunity Number: DHS-21-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: Jeffco Deangelis Foundation

Organization ID: 22867

Type: Nonprofit having 501(c)(3) status with IRS, other than institutions of higher education

Division:

Department:

EIN: (b)(6)

EIN Shared With Organizations:

DUNS: 116766334

DUNS 4:

Congressional District: Congressional District 07, CO

Physical Address

Address Line 1: 1829 Denver West Drive

Address Line 2: Building 27

City: Golden

State: Colorado

Province:

Zip: 80401-3709

Country: UNITED STATES

Mailing Address

Address Line 1: 1829 Denver West Drive

Address Line 2: Building 27

City: Golden

State: Colorado

Province:

Zip: 80401-3709

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Stairway to Violence Prevention: Utilizing the Detector and Disruptor Model

Program/Project Congressional Districts: Congressional District 01, CO

Congressional District 02, CO

Congressional District 03, CO

Congressional District 04, CO

Congressional District 05, CO

Congressional District 06, CO

Congressional District 07, CO

Proposed Start Date: Fri Oct 01 00:00:00 GMT 2021

Proposed End Date: Sat Sep 30 00:00:00 GMT 2023

Areas Affected by Project (Cities, Counties, States, etc.): All Congressional districts within Colorado.

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$565600
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$565600

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Mariya Dvoskina	(b)(6)		Authorized Official Signatory Authority Primary Contact
John McDonald			Secondary Contact

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$500600
Fringe Benefits	\$0
Travel	\$28000
Equipment	\$0
Supplies	\$16000
Contractual	\$15500
Construction	\$0
Other	\$5500
Indirect Charges	\$0
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$5500
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation: Personnel costs compromise the biggest expenditure

Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Mariya Dvoskina

Signed Date: Wed May 26 00:00:00 GMT 2021

Signatory Authority Title: Clinical Psychologist

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Mariya Dvoskina

Signed Date: Wed May 26 00:00:00 GMT 2021

Signatory Authority Title: Clinical Psychologist

Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Mariya Dvoskina

Signed Date:

Signatory Authority Title:

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	<input type="text" value="1235-Stairway to Violence Pre"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
2) Please attach Attachment 2	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
3) Please attach Attachment 3	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
4) Please attach Attachment 4	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
5) Please attach Attachment 5	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
6) Please attach Attachment 6	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
7) Please attach Attachment 7	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
8) Please attach Attachment 8	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
9) Please attach Attachment 9	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
10) Please attach Attachment 10	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
11) Please attach Attachment 11	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
12) Please attach Attachment 12	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
13) Please attach Attachment 13	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
14) Please attach Attachment 14	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
15) Please attach Attachment 15	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>